

English Language Arts Grade 12

Reading Standards for Literature Key Ideas and Details

English Language Arts (2015) Grade(s): 12 All Resources: 16 Learning Activities: 1 Lesson Plans: 14 Multimedia: 1 Unit Plans: 0	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.11-12.1]
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English Language Arts (2015) Grade(s): 12 All Resources: 17 Learning Activities: 2 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	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.11-12.2]
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English Language Arts (2015) Grade(s): 12 All Resources: 18 Learning Activities: 1 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0	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.11-12.3]
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Craft and Structure

English Language Arts (2015) Grade(s): 12 All Resources: 32	Determine the meaning 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.11-12.4]
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Learning Activities: 0 Lesson Plans: 31 Multimedia: 1 Unit Plans: 0	
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English Language Arts (2015) Grade(s): 12 All Resources: 15 Learning Activities: 0 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	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.11-12.5]
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English Language Arts (2015) Grade(s): 12 All Resources: 9 Learning Activities: 1 Lesson Plans: 8 Multimedia: 0 Unit Plans: 0	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.11-12.6]
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Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 12 All Resources: 11 Learning Activities: 1 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	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.) [RL.11-12.7] (Alabama)
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English Language Arts (2015) Grade(s): 12 All Resources: 12 Learning 1	Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] (Alabama)
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Activities:	
Lesson Plans:	9
Multimedia:	2
Unit Plans:	0

Range of Reading and Level of Text Complexity

English Language Arts (2015)	By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RL.11-12.10]
Grade(s):	12
All Resources:	22
Learning Activities:	1
Lesson Plans:	19
Multimedia:	2
Unit Plans:	0

Reading Standards for Informational Text

Key Ideas and Details

English Language Arts (2015)	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. [RI.11-12.1]
Grade(s):	12
All Resources:	8
Learning Activities:	0
Lesson Plans:	7
Multimedia:	1
Unit Plans:	0
English Language Arts (2015)	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]
Grade(s):	12
All Resources:	9
Learning Activities:	0
Lesson Plans:	9
Multimedia:	0
Unit Plans:	0
English Language Arts (2015)	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. [RI.11-12.3]
Grade(s):	12
All Resources:	7

Learning Activities:	2
Lesson Plans:	5
Multimedia:	0
Unit Plans:	0

Craft and Structure

English Language Arts (2015) Grade(s): 12 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	3 0 3 0 0	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>The Federalist</i> No. 10). [RI.11-12.4]
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English Language Arts (2015) Grade(s): 12 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	2 0 2 0 0	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. [RI.11-12.5]
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English Language Arts (2015) Grade(s): 12 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	2 0 2 0 0	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. [RI.11-12.6]
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Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 12 All Resources: Learning Activities:	6 0	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. [RI.11-12.7]
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Lesson Plans: 5	
Multimedia: 1	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 12 All Resources: 1 Learning Activities: 0 Lesson Plans: 1 Multimedia: 0 Unit Plans: 0	Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). [RI.11-12.8]

Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 12 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RI.11-12.10]
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Writing Standards

Text Types and Purposes

English Language Arts (2015) Grade(s): 12 All Resources: 10 Learning Activities: 0 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1c]</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]</p>
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<p>English Language Arts (2015) Grade(s): 12 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0</p>	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.11-12.2f]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 10 Learning Activities: 1 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.11-12.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]</p> <p>c. 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.11-12.3c]</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]</p>

Production and Distribution of Writing

<p>English Language Arts</p>	<p>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</p>
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<p>(2015) Grade(s): 12 All Resources: 20 Learning Activities: 3 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0</p>	<p>are defined in standards 19-21 above.) [W.11-12.4]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 13 Learning Activities: 3 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0</p>	<p>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 the first three standards in the Language strand in Grades K-12.) [W.11-12.5]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 12 Learning Activities: 4 Lesson Plans: 8 Multimedia: 0 Unit Plans: 0</p>	<p>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.11-12.6]</p>
Research to Build and Present Knowledge	
<p>English Language Arts (2015) Grade(s): 12 All Resources: 18 Learning Activities: 1 Lesson Plans: 11 Multimedia: 6 Unit Plans: 0</p>	<p>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.11-12.7]</p>
<p>English Language Arts</p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in</p>

(2015) Grade(s): 12 All Resources: 22 Learning Activities: 1 Lesson Plans: 16 Multimedia: 5 Unit Plans: 0	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. [W.11-12.8]
English Language Arts (2015) Grade(s): 12 All Resources: 16 Learning Activities: 2 Lesson Plans: 13 Multimedia: 1 Unit Plans: 0	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9] a. Apply <i>Grade 12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics"). [W.11-12.9a] (Alabama) b. Apply <i>Grade 12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning [e.g., in United States Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]"). [W.11-12.9b]

Range of Writing

English Language Arts (2015) Grade(s): 12 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]
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Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015) Grade(s): 12 All Resources: 18 Learning Activities: 2 Lesson Plans: 16 Multimedia: 0	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1] a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.11-12.1a] b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]
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Unit Plans: 0	<p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c]</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. [SL.11-12.1d]</p>
English Language Arts (2015) Grade(s): 12 All Resources: 13 Learning Activities: 4 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0	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. [SL.11-12.2]
English Language Arts (2015) Grade(s): 12 All Resources: 12 Learning Activities: 1 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	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. [SL.11-12.3]
Presentation of Knowledge and Ideas	
English Language Arts (2015) Grade(s): 12 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]
English Language Arts (2015)	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. [SL.11-12.5]

Grade(s): 12 All Resources: 18 Learning Activities: 5 Lesson Plans: 13 Multimedia: 0 Unit Plans: 0	
English Language Arts (2015) Grade(s): 12 All Resources: 2 Learning Activities: 0 Lesson Plans: 2 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 12 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]

Language Standards Conventions of Standard English

"The following italicized standards from Grades 3-9 should have continued attention with rigor.

For standard 35:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement. *[L.3</i>
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; the their). *[L.4.1g]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense. *[L.5..</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number person. *[L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear ambiguous antecedents). *[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and o writing and speaking, and identify and use strategies to imprc expression in conventional language. * [L.6.1.e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest style. *[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. *[L.7.1c]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood. *[L.8.1d]</i>
9	36.c	<i>Use parallel structure. *[L.9-10.1a]</i>

For standard 36:

Grade	Standard Number	Content
4	40.b	<i>Choose punctuation for effect. *[L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series. *[L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off non or parenthetical elements. *[L.6.2a]"</i>

English Language Arts (2015)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
Grade(s): 12	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]
All Resources: 4	
Learning Activities: 0	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed. [L.11-12.1b]
Lesson Plans: 4	
Multimedia: 0	

Unit Plans:	0
English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
Grade(s):	12
All Resources:	1
Learning Activities:	0
Lesson Plans:	1
Multimedia:	0
Unit Plans:	0

Knowledge of Language

"The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 37:

Grade	Standard Number	Content
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]"</i>

English Language Arts (2015)	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. [L.11-12.3]
Grade(s):	12
All Resources:	6
Learning Activities:	0
Lesson Plans:	6
Multimedia:	0
Unit Plans:	0

Vocabulary Acquisition and Use

"The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 40:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]"</i>

English Language Arts	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 12 reading and content</i> , choosing flexibly from a range of strategies.
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<p>(2015) Grade(s): 12 All Resources: 2 Learning Activities: 1 Lesson Plans: 0 Multimedia: 1 Unit Plans: 0</p>	<p>[L.11-12.4]</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a]</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). [L.11-12.4b]</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c]</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 6 Learning Activities: 0 Lesson Plans: 5 Multimedia: 1 Unit Plans: 0</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]</p> <p>b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 10 Learning Activities: 0 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0</p>	<p>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. [L.11-12.6]</p>

English Language Arts Grade 7

Reading Standards for Literature Key Ideas and Details

English Language Arts (2015) Grade(s): 7 All Resources: 38 Learning Activities: 4 Lesson Plans: 34 Multimedia: 0 Unit Plans: 0	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1]
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English Language Arts (2015) Grade(s): 7 All Resources: 47 Learning Activities: 3 Lesson Plans: 38 Multimedia: 6 Unit Plans: 0	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. [RL.7.2]
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English Language Arts (2015) Grade(s): 7 All Resources: 39 Learning Activities: 3 Lesson Plans: 27 Multimedia: 9 Unit Plans: 0	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]
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Craft and Structure

English Language Arts (2015) Grade(s): 7 All Resources: 33	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. [RL.7.4]
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Learning Activities: 2 Lesson Plans: 28 Multimedia: 3 Unit Plans: 0	
English Language Arts (2015) Grade(s): 7 All Resources: 21 Learning Activities: 3 Lesson Plans: 15 Multimedia: 3 Unit Plans: 0	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5]
English Language Arts (2015) Grade(s): 7 All Resources: 19 Learning Activities: 1 Lesson Plans: 11 Multimedia: 7 Unit Plans: 0	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 7 All Resources: 14 Learning Activities: 0 Lesson Plans: 11 Multimedia: 3 Unit Plans: 0	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). [RL.7.7]
English Language Arts (2015) Grade(s): 7 All Resources: 10	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. [RL.7.9]

Learning Activities:	1
Lesson Plans:	7
Multimedia:	2
Unit Plans:	0

Range of Reading and Level of Text Complexity

English Language Arts (2015)	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.7.10]
Grade(s):	7
All Resources:	34
Learning Activities:	2
Lesson Plans:	31
Multimedia:	1
Unit Plans:	0

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1]
Grade(s):	7
All Resources:	25
Learning Activities:	0
Lesson Plans:	25
Multimedia:	0
Unit Plans:	0
English Language Arts (2015)	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. [RI.7.2]
Grade(s):	7
All Resources:	14
Learning Activities:	0
Lesson Plans:	14
Multimedia:	0
Unit Plans:	0
English Language Arts (2015)	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). [RI.7.3]

Grade(s): 7	
All Resources: 20	
Learning Activities: 0	
Lesson Plans: 19	
Multimedia: 1	
Unit Plans: 0	

Craft and Structure

English Language Arts (2015) Grade(s): 7 All Resources: 11 Learning Activities: 0 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]
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English Language Arts (2015) Grade(s): 7 All Resources: 10 Learning Activities: 0 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5]
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English Language Arts (2015) Grade(s): 7 All Resources: 14 Learning Activities: 0 Lesson Plans: 11 Multimedia: 3 Unit Plans: 0	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. [RI.7.6]
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Integration of Knowledge and Ideas

English	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech
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Language Arts (2015) Grade(s): 7 All Resources: 13 Learning Activities: 1 Lesson Plans: 12 Multimedia: 0 Unit Plans: 0	affects the impact of the words). [RI.7.7]
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English Language Arts (2015) Grade(s): 7 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. [RI.7.8]
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English Language Arts (2015) Grade(s): 7 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. [RI.7.9]
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Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 7 All Resources: 18 Learning Activities: 0 Lesson Plans: 18 Multimedia: 0 Unit Plans: 0	By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.7.10]
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Writing Standards

Text Types and Purposes

<p>English Language Arts (2015) Grade(s): 7 All Resources: 21 Learning Activities: 3 Lesson Plans: 18 Multimedia: 0 Unit Plans: 0</p>	<p>Write arguments to support claims with clear reasons and relevant evidence. [W.7.1]</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. [W.7.1a]</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.7.1b]</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. [W.7.1c]</p> <p>d. Establish and maintain a formal style. [W.7.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.7.1e]</p>
<p>English Language Arts (2015) Grade(s): 7 All Resources: 26 Learning Activities: 3 Lesson Plans: 23 Multimedia: 0 Unit Plans: 0</p>	<p>Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.7.2]</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.7.2a]</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.7.2b]</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [W.7.2c]</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.7.2d]</p> <p>e. Establish and maintain a formal style. [W.7.2e]</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.7.2f]</p>
<p>English Language Arts (2015) Grade(s): 7 All Resources: 30 Learning Activities: 1 Lesson Plans: 28</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.7.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.7.3b]</p>

Plans: Multimedia: 1 Unit Plans: 0	<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.7.3c]</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.7.3d]</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.7.3e]</p>
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Production and Distribution of Writing

English Language Arts (2015) Grade(s): 7 All Resources: 54 Learning Activities: 1 Lesson Plans: 53 Multimedia: 0 Unit Plans: 0	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 20-22 above.) [W.7.4]
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English Language Arts (2015) Grade(s): 7 All Resources: 32 Learning Activities: 1 Lesson Plans: 31 Multimedia: 0 Unit Plans: 0	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) [W.7.5]
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English Language Arts (2015) Grade(s): 7 All Resources: 46 Learning Activities: 1 Lesson Plans: 42 Multimedia: 3 Unit Plans: 0	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. [W.7.6]
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Research to Build and Present Knowledge

English	Conduct short research projects to answer a question, drawing on several sources and
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Language Arts (2015) Grade(s): 7 All Resources: 48 Learning Activities: 0 Lesson Plans: 40 Multimedia: 8 Unit Plans: 0	generating additional related, focused questions for further research and investigation. [W.7.7]
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English Language Arts (2015) Grade(s): 7 All Resources: 36 Learning Activities: 1 Lesson Plans: 31 Multimedia: 3 Unit Plans: 1	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.7.8]
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English Language Arts (2015) Grade(s): 7 All Resources: 20 Learning Activities: 0 Lesson Plans: 20 Multimedia: 0 Unit Plans: 0	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.7.9] a. Apply <i>Grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). [W.7.9a] b. Apply <i>Grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). [W.7.9b]
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Range of Writing

English Language Arts (2015) Grade(s): 7 All Resources: 29 Learning Activities: 0 Lesson Plans: 29 Multimedia: 0 Unit Plans: 0	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.7.10]
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Speaking and Listening Standards Comprehension and Collaboration

<p>English Language Arts (2015)</p> <p>Grade(s): 7</p> <p>All Resources: 38</p> <p>Learning Activities: 2</p> <p>Lesson Plans: 36</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. [SL.7.1]</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.7.1a]</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.7.1b]</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. [SL.7.1c]</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views. [SL.7.1d]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 7</p> <p>All Resources: 30</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 15</p> <p>Multimedia: 14</p> <p>Unit Plans: 0</p>	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. [SL.7.2]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 7</p> <p>All Resources: 6</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 5</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. [SL.7.3]</p>
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Presentation of Knowledge and Ideas

<p>English Language Arts (2015)</p> <p>Grade(s): 7</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.7.4]</p>
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All Resources: 17 Learning Activities: 0 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0	
English Language Arts (2015) Grade(s): 7 All Resources: 29 Learning Activities: 3 Lesson Plans: 25 Multimedia: 1 Unit Plans: 0	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [SL.7.5]
English Language Arts (2015) Grade(s): 7 All Resources: 7 Learning Activities: 1 Lesson Plans: 6 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations.) [SL.7.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

English Language Arts (2015) Grade(s): 7 All Resources: 23 Learning Activities: 4 Lesson Plans: 17	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1] a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama) b. Explain the function of phrases and clauses in general and their function in specific sentences. [L.7.1a]
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Multimedia: 2 Unit Plans: 0	c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [L.7.1b] d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]
English Language Arts (2015) Grade(s): 7 All Resources: 20 Learning Activities: 2 Lesson Plans: 17 Multimedia: 1 Unit Plans: 0	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2] a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). [L.7.2a] b. Spell correctly. [L.7.2b]

Knowledge of Language

English Language Arts (2015) Grade(s): 7 All Resources: 26 Learning Activities: 2 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3] a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a]
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Vocabulary Acquisition and Use

English Language Arts (2015) Grade(s): 7 All Resources: 16 Learning Activities: 1 Lesson Plans: 13 Multimedia: 2 Unit Plans: 0	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i> , choosing flexibly from a range of strategies. [L.7.4] a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a] b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). [L.7.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.7.4c] d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]
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<p>English Language Arts (2015)</p> <p>Grade(s): 7</p> <p>All Resources: 19</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 17</p> <p>Multimedia: 1</p> <p>Unit Plans: 0</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. [L.7.5a]</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). [L.7.5c]</p>
<p>English Language Arts (2015)</p> <p>Grade(s): 7</p> <p>All Resources: 27</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 14</p> <p>Multimedia: 12</p> <p>Unit Plans: 0</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.7.6]</p>

English Language Arts Grade 8

Reading Standards for Literature Key Ideas and Details

<p>English Language Arts (2015) Grade(s): 8 All Resources: 33 Learning Activities: 4 Lesson Plans: 26 Multimedia: 2 Unit Plans: 1</p>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.8.1]</p>
<p>English Language Arts (2015) Grade(s): 8 All Resources: 45 Learning Activities: 5 Lesson Plans: 32 Multimedia: 7 Unit Plans: 1</p>	<p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. [RL.8.2]</p>
<p>English Language Arts (2015) Grade(s): 8 All Resources: 28 Learning Activities: 3 Lesson Plans: 20 Multimedia: 5 Unit Plans: 0</p>	<p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. [RL.8.3]</p>

Craft and Structure

<p>English Language Arts (2015) Grade(s): 8 All Resources: 26</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RL.8.4]</p>
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Learning Activities: 2 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0	
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English Language Arts (2015) Grade(s): 8 All Resources: 10 Learning Activities: 0 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. [RL.8.5]
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English Language Arts (2015) Grade(s): 8 All Resources: 12 Learning Activities: 0 Lesson Plans: 8 Multimedia: 4 Unit Plans: 0	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. [RL.8.6]
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Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 8 All Resources: 8 Learning Activities: 0 Lesson Plans: 5 Multimedia: 3 Unit Plans: 0	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. [RL.8.7]
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English Language Arts (2015) Grade(s): 8 All Resources: 6	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9]
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Learning Activities: 1
Lesson Plans: 4
Multimedia: 0
Unit Plans: 1

Range of Reading and Level of Text Complexity

English Language Arts (2015)
 Grade(s): 8
All Resources: 44
Learning Activities: 4
Lesson Plans: 37
Multimedia: 2
Unit Plans: 1

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently. [RL.8.10]

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)
 Grade(s): 8
All Resources: 17
Learning Activities: 1
Lesson Plans: 14
Multimedia: 2
Unit Plans: 0

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1]

English Language Arts (2015)
 Grade(s): 8
All Resources: 17
Learning Activities: 2
Lesson Plans: 15
Multimedia: 0
Unit Plans: 0

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. [RI.8.2]

English Language Arts (2015)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]

Grade(s): 8	
All Resources:	11
Learning Activities:	0
Lesson Plans:	11
Multimedia:	0
Unit Plans:	0

Craft and Structure

English Language Arts (2015)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RI.8.4]
Grade(s): 8	
All Resources:	7
Learning Activities:	0
Lesson Plans:	7
Multimedia:	0
Unit Plans:	0

English Language Arts (2015)	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. [RI.8.5]
Grade(s): 8	
All Resources:	5
Learning Activities:	1
Lesson Plans:	4
Multimedia:	0
Unit Plans:	0

English Language Arts (2015)	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. [RI.8.6]
Grade(s): 8	
All Resources:	10
Learning Activities:	0
Lesson Plans:	7
Multimedia:	3
Unit Plans:	0

Integration of Knowledge and Ideas

English	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. [RI.8.7]
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Language Arts (2015) Grade(s): 8 All Resources: 11 Learning Activities: 0 Lesson Plans: 10 Multimedia: 1 Unit Plans: 0	
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English Language Arts (2015) Grade(s): 8 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. [RI.8.8]
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English Language Arts (2015) Grade(s): 8 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. [RI.8.9]
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Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 8 All Resources: 16 Learning Activities: 0 Lesson Plans: 16 Multimedia: 0 Unit Plans: 0	By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. [RI.8.10]
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Writing Standards

Text Types and Purposes

<p>English Language Arts (2015) Grade(s): 8 All Resources: 18 Learning Activities: 0 Lesson Plans: 18 Multimedia: 0 Unit Plans: 0</p>	<p>Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a]</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b]</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c]</p> <p>d. Establish and maintain a formal style. [W.8.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e]</p>
<p>English Language Arts (2015) Grade(s): 8 All Resources: 24 Learning Activities: 1 Lesson Plans: 21 Multimedia: 1 Unit Plans: 1</p>	<p>Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2]</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.8.2a]</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b]</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c]</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d]</p> <p>e. Establish and maintain a formal style. [W.8.2e]</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.8.2f]</p>
<p>English Language Arts (2015) Grade(s): 8 All Resources: 26 Learning Activities: 0 Lesson Plans: 25</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. [W.8.3b]</p>

Multimedia: 0 Unit Plans: 1	<p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. [W.8.3c]</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d]</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e]</p>
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Production and Distribution of Writing

English Language Arts (2015) Grade(s): 8 All Resources: 50 Learning Activities: 1 Lesson Plans: 49 Multimedia: 0 Unit Plans: 0	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 20-22 above.) [W.8.4]
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English Language Arts (2015) Grade(s): 8 All Resources: 29 Learning Activities: 0 Lesson Plans: 27 Multimedia: 1 Unit Plans: 1	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5]
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English Language Arts (2015) Grade(s): 8 All Resources: 42 Learning Activities: 3 Lesson Plans: 37 Multimedia: 1 Unit Plans: 1	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. [W.8.6]
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Research to Build and Present Knowledge

English	Conduct short research projects to answer a question (including a self-generated
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<p>Language Arts (2015) Grade(s): 8 All Resources: 46 Learning Activities: 0 Lesson Plans: 36 Multimedia: 9 Unit Plans: 1</p>	<p>question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. [W.8.7]</p>
<p>English Language Arts (2015) Grade(s): 8 All Resources: 34 Learning Activities: 1 Lesson Plans: 31 Multimedia: 2 Unit Plans: 0</p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.8.8]</p>
<p>English Language Arts (2015) Grade(s): 8 All Resources: 20 Learning Activities: 0 Lesson Plans: 19 Multimedia: 1 Unit Plans: 0</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9]</p> <p>a. Apply <i>Grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). [W.8.9a]</p> <p>b. Apply <i>Grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). [W.8.9b]</p>

Range of Writing

<p>English Language Arts (2015) Grade(s): 8 All Resources: 31 Learning Activities: 0 Lesson Plans: 30 Multimedia: 1 Unit Plans: 0</p>	<p>Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]</p>
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Speaking and Listening Standards Comprehension and Collaboration

<p>English Language Arts (2015) Grade(s): 8 All Resources: 42 Learning Activities: 3 Lesson Plans: 39 Multimedia: 0 Unit Plans: 0</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. [SL.8.1]</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1a]</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c]</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]</p>
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<p>English Language Arts (2015) Grade(s): 8 All Resources: 16 Learning Activities: 1 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0</p>	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. [SL.8.2]</p>
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<p>English Language Arts (2015) Grade(s): 8 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0</p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. [SL.8.3]</p>
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Presentation of Knowledge and Ideas

<p>English Language Arts (2015) Grade(s): 8 All 16</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.8.4]</p>
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Resources: Learning Activities: 1 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	
English Language Arts (2015) Grade(s): 8 All Resources: 21 Learning Activities: 3 Lesson Plans: 17 Multimedia: 1 Unit Plans: 0	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]
English Language Arts (2015) Grade(s): 8 All Resources: 6 Learning Activities: 0 Lesson Plans: 5 Multimedia: 1 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

English Language Arts (2015) Grade(s): 8 All Resources: 15 Learning Activities: 4 Lesson Plans: 10 Multimedia: 1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1] <p>a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama)</p> <p>b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a]</p> <p>c. Form and use verbs in the active and passive voice. [L.8.1b]</p>
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Unit Plans: 0	d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c] e. Recognize and correct inappropriate shifts in verb voice and mood.* [L.8.1d]
English Language Arts (2015) Grade(s): 8 All Resources: 13 Learning Activities: 1 Lesson Plans: 11 Multimedia: 1 Unit Plans: 0	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2] a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a] b. Use an ellipsis to indicate an omission. [L.8.2b] c. Spell correctly. [L.8.2c]

Knowledge of Language

English Language Arts (2015) Grade(s): 8 All Resources: 19 Learning Activities: 1 Lesson Plans: 18 Multimedia: 0 Unit Plans: 0	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3] a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). [L.8.3a]
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Vocabulary Acquisition and Use

English Language Arts (2015) Grade(s): 8 All Resources: 14 Learning Activities: 0 Lesson Plans: 12 Multimedia: 2 Unit Plans: 0	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i> , choosing flexibly from a range of strategies. [L.8.4] a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.8.4a] b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>). [L.8.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.8.4c] d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.8.4d]
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<p>English Language Arts (2015)</p> <p>Grade(s): 8</p> <p>All</p> <p>Resources: 19</p> <p>Learning</p> <p>Activities: 2</p> <p>Lesson</p> <p>Plans: 17</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a]</p> <p>b. Use the relationship between particular words to better understand each of the words. [L.8.5b]</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). [L.8.5c]</p>
<p>English Language Arts (2015)</p> <p>Grade(s): 8</p> <p>All</p> <p>Resources: 22</p> <p>Learning</p> <p>Activities: 0</p> <p>Lesson</p> <p>Plans: 14</p> <p>Multimedia: 8</p> <p>Unit Plans: 0</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.8.6]</p>

English Language Arts Grade 9

Reading Standards for Literature Key Ideas and Details

<p>English Language Arts (2015) Grade(s): 9 All Resources: 19 Learning Activities: 2 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0</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. [RL.9-10.1]</p>
<p>English Language Arts (2015) Grade(s): 9 All Resources: 25 Learning Activities: 5 Lesson Plans: 18 Multimedia: 2 Unit Plans: 0</p>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]</p>
<p>English Language Arts (2015) Grade(s): 9 All Resources: 27 Learning Activities: 4 Lesson Plans: 21 Multimedia: 2 Unit Plans: 0</p>	<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]</p>

Craft and Structure

<p>English Language Arts (2015) Grade(s): 9 All Resources: 45</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]</p>
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Learning Activities: 3 Lesson Plans: 38 Multimedia: 4 Unit Plans: 0	
English Language Arts (2015) Grade(s): 9 All Resources: 25 Learning Activities: 0 Lesson Plans: 22 Multimedia: 3 Unit Plans: 0	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]
English Language Arts (2015) Grade(s): 9 All Resources: 14 Learning Activities: 0 Lesson Plans: 13 Multimedia: 1 Unit Plans: 0	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 9 All Resources: 8 Learning Activities: 0 Lesson Plans: 8 Multimedia: 0 Unit Plans: 0	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). [RL.9-10.7]
English Language Arts (2015) Grade(s): 9 All Resources: 8 Learning 0	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]

Activities:
Lesson Plans: 8
Multimedia: 0
Unit Plans: 0

Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 9 All Resources: 20 Learning Activities: 2 Lesson Plans: 18 Multimedia: 0 Unit Plans: 0	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]
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Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015) Grade(s): 9 All Resources: 14 Learning Activities: 1 Lesson Plans: 11 Multimedia: 1 Unit Plans: 1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]
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English Language Arts (2015) Grade(s): 9 All Resources: 17 Learning Activities: 1 Lesson Plans: 15 Multimedia: 0 Unit Plans: 1	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]
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English Language Arts (2015) Grade(s): 9 All 10	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]
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Resources: Learning Activities: 0 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	
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Craft and Structure

English Language Arts (2015) Grade(s): 9 All Resources: 16 Learning Activities: 2 Lesson Plans: 10 Multimedia: 3 Unit Plans: 1	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]
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English Language Arts (2015) Grade(s): 9 All Resources: 11 Learning Activities: 1 Lesson Plans: 9 Multimedia: 0 Unit Plans: 1	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]
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English Language Arts (2015) Grade(s): 9 All Resources: 13 Learning Activities: 0 Lesson Plans: 11 Multimedia: 1 Unit Plans: 1	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]
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Integration of Knowledge and Ideas

English Language Arts (2015)	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]
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Grade(s): 9 All Resources: 7 Learning Activities: 0 Lesson Plans: 6 Multimedia: 0 Unit Plans: 1	
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English Language Arts (2015) Grade(s): 9 All Resources: 4 Learning Activities: 1 Lesson Plans: 2 Multimedia: 1 Unit Plans: 0	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]
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English Language Arts (2015) Grade(s): 9 All Resources: 0 Learning Activities: 0 Lesson Plans: 0 Multimedia: 0 Unit Plans: 0	Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. [RI.9-10.9] (Alabama)
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Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 9 All Resources: 9 Learning Activities: 2 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.9-10.10]
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Writing Standards Text Types and Purposes

English Language Arts (2015)	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1] a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims,
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<p>Grade(s): 9</p> <p>All Resources: 21</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 20</p> <p>Multimedia: 0</p> <p>Unit Plans: 1</p>	<p>and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b]</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c]</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]</p>
<p>English Language Arts (2015)</p> <p>Grade(s): 9</p> <p>All Resources: 29</p> <p>Learning Activities: 2</p> <p>Lesson Plans: 27</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b]</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]</p>
<p>English Language Arts (2015)</p> <p>Grade(s): 9</p> <p>All Resources: 30</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 28</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]</p>

Multimedia: 0 Unit Plans: 1	<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]</p>
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Production and Distribution of Writing

English Language Arts (2015) Grade(s): 9 All Resources: 21 Learning Activities: 2 Lesson Plans: 19 Multimedia: 0 Unit Plans: 0	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 20-22 above.) [W.9-10.4]
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English Language Arts (2015) Grade(s): 9 All Resources: 12 Learning Activities: 0 Lesson Plans: 11 Multimedia: 0 Unit Plans: 1	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 the first three standards in the Language strand in Grades K-9.) [W.9-10.5]
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English Language Arts (2015) Grade(s): 9 All Resources: 19 Learning Activities: 5 Lesson Plans: 14 Multimedia: 0 Unit Plans: 0	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]
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Research to Build and Present Knowledge

English Language Arts	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
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(2015) Grade(s): 9 All Resources: 31 Learning Activities: 3 Lesson Plans: 22 Multimedia: 5 Unit Plans: 1	when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]
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English Language Arts (2015) Grade(s): 9 All Resources: 35 Learning Activities: 5 Lesson Plans: 22 Multimedia: 8 Unit Plans: 0	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]
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English Language Arts (2015) Grade(s): 9 All Resources: 29 Learning Activities: 0 Lesson Plans: 28 Multimedia: 0 Unit Plans: 1	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9] a. Apply <i>Grade 9 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). [W.9-10.9a] b. Apply <i>Grade 9 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). [W.9-10.9b]
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Range of Writing

English Language Arts (2015) Grade(s): 9 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]
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Speaking and Listening Standards

Comprehension and Collaboration

<p>English Language Arts (2015)</p> <p>Grade(s): 9</p> <p>All Resources: 26</p> <p>Learning Activities: 2</p> <p>Lesson Plans: 24</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 9</p> <p>All Resources: 15</p> <p>Learning Activities: 3</p> <p>Lesson Plans: 12</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 9</p> <p>All Resources: 13</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 11</p> <p>Multimedia: 0</p> <p>Unit Plans: 1</p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]</p>
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Presentation of Knowledge and Ideas

<p>English Language Arts</p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,</p>
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(2015) Grade(s): 9 All Resources: 17 Learning Activities: 2 Lesson Plans: 14 Multimedia: 0 Unit Plans: 1	substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]
English Language Arts (2015) Grade(s): 9 All Resources: 20 Learning Activities: 5 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	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. [SL.9-10.5]
English Language Arts (2015) Grade(s): 9 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations.) [SL.9-10.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

"The following italicized standards from Grades 3-8 should have continued attention with rigor.

For standard 36:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear antecedents).*[L.6.1d]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest, and style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]</i>

For standard 37:

Grade	Standard Number	Content
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; their, there, they).*[L.4.1g]</i>
4	40.b	<i>Choose punctuation for effect.* [L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.* [L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2A]"</i>

English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	4 4 1 3 0 0	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1] a. Apply rules of subject-verb agreement when the subject has compound parts joined by <i>or</i> with the second element as singular or plural. (Alabama) b. Apply rules of subject-verb agreement with the subjunctive mood. (Alabama) c. Use parallel structure.* [L.9-10.1a] d. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]
English Language Arts (2015)		Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]

Grade(s): 9	a. Use commas correctly with non-essential appositives. (Alabama)
All Resources: 3	b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
Learning Activities: 1	
Lesson Plans: 2	c. Use a colon to introduce a list or quotation. [L.9-10.2b]
Multimedia: 0	
Unit Plans: 0	d. Spell correctly. [L.9-10.2c]

Knowledge of Language

"The following italicized standards from Grades 3-8 should have continued attention with ir rigor.

For standard 38:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]</i>
4	38.f	<i>Produce complete sentences, recognizing and correcting inapp fragments and run-ons.* [L.4.1f]</i>
4	40.a	<i>Choose words and phrases to convey ideas precisely.*[L.4.3a]</i>
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]</i>
7	38.a	<i>Choose language that expresses ideas precisely and concisely, and eliminating wordiness and redundancy.* [L.7.3a]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and m</i>

English Language Arts (2015)	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. [L.9-10.3]
Grade(s): 9	
All Resources: 5	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's <i>MLA Handbook</i> , Turabian's <i>A Manual for Writers</i>) appropriate for the discipline and writing type. [L.9-10.3a]
Learning Activities: 0	
Lesson Plans: 5	
Multimedia: 0	
Unit Plans: 0	

Vocabulary Acquisition and Use

English Language Arts (2015)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]
Grade(s): 9	
All Resources: 5	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]
Learning Activities: 0	
	b. Identify and correctly use patterns of word changes that indicate different meanings or

Lesson Plans: 4 Multimedia: 1 Unit Plans: 0	parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). [L.9-10.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c] d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]
English Language Arts (2015) Grade(s): 9 All Resources: 8 Learning Activities: 1 Lesson Plans: 4 Multimedia: 3 Unit Plans: 0	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5] a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a] b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]
English Language Arts (2015) Grade(s): 9 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	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. [L.9-10.6]

English Language Arts Grade 10

Reading Standards for Literature Key Ideas and Details

<p>English Language Arts (2015) Grade(s): 10 All Resources: 27 Learning Activities: 1 Lesson Plans: 23 Multimedia: 2 Unit Plans: 1</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. [RL.9-10.1]</p>
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<p>English Language Arts (2015) Grade(s): 10 All Resources: 33 Learning Activities: 0 Lesson Plans: 30 Multimedia: 3 Unit Plans: 0</p>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]</p>
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<p>English Language Arts (2015) Grade(s): 10 All Resources: 27 Learning Activities: 1 Lesson Plans: 24 Multimedia: 2 Unit Plans: 0</p>	<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]</p>
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Craft and Structure

<p>English Language Arts (2015) Grade(s): 10 All Resources: 38</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]</p>
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Learning Activities: 1 Lesson Plans: 35 Multimedia: 2 Unit Plans: 0	
English Language Arts (2015) Grade(s): 10 All Resources: 15 Learning Activities: 1 Lesson Plans: 12 Multimedia: 2 Unit Plans: 0	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]
English Language Arts (2015) Grade(s): 10 All Resources: 19 Learning Activities: 0 Lesson Plans: 18 Multimedia: 1 Unit Plans: 0	Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. [RL.9-10.6] (Alabama)

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 10 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). [RL.9-10.7]
English Language Arts (2015) Grade(s): 10 All Resources: 9 Learning 0	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues). [RL.9-10.9] (Alabama)

Activities:
Lesson Plans: 8
Multimedia: 1
Unit Plans: 0

Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 10 All Resources: 21 Learning Activities: 0 Lesson Plans: 21 Multimedia: 0 Unit Plans: 0	By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently. [RL.9-10.10]
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Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015) Grade(s): 10 All Resources: 11 Learning Activities: 1 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]
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English Language Arts (2015) Grade(s): 10 All Resources: 11 Learning Activities: 0 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]
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English Language Arts (2015) Grade(s): 10 All 6	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]
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Resources:	
Learning Activities:	0
Lesson Plans:	6
Multimedia:	0
Unit Plans:	0

Craft and Structure

English Language Arts (2015) Grade(s): 10 All Resources:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]
Learning Activities:	6
Lesson Plans:	0
Multimedia:	5
Unit Plans:	1
	0

English Language Arts (2015) Grade(s): 10 All Resources:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]
Learning Activities:	2
Lesson Plans:	0
Multimedia:	2
Unit Plans:	0
	0

English Language Arts (2015) Grade(s): 10 All Resources:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]
Learning Activities:	6
Lesson Plans:	0
Multimedia:	5
Unit Plans:	1
	0

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 10 All Resources:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]
Learning	7
	0

Activities: Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	
English Language Arts (2015) Grade(s): 10 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]
English Language Arts (2015) Grade(s): 10 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts. [RI.9-10.9]
English Language Arts (2015) Grade(s): 10 All Resources: 8 Learning Activities: 0 Lesson Plans: 8 Multimedia: 0 Unit Plans: 0	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States 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. [RI.11-12.9]

Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 10 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0	By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently. [RI.9-10.10]
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Unit Plans: 0

Writing Standards Text Types and Purposes

English Language Arts (2015) Grade(s): 10 All Resources: 16 Learning Activities: 0 Lesson Plans: 16 Multimedia: 0 Unit Plans: 0	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1] a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a] b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b] c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c] d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d] e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]
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English Language Arts (2015) Grade(s): 10 All Resources: 23 Learning Activities: 0 Lesson Plans: 21 Multimedia: 1 Unit Plans: 1	Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2] a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a] b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b] c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c] d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d] e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e] f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]
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English	Write narratives to develop real or imagined experiences or events using effective
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Language Arts (2015)	technique, well-chosen details, and well-structured event sequences. [W.9-10.3]
Grade(s): 10	
All Resources:	19
Learning Activities:	0
Lesson Plans:	19
Multimedia:	0
Unit Plans:	0
	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]
	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]
	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]
	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]

Production and Distribution of Writing

English Language Arts (2015)	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 21-23 above.) [W.9-10.4]
Grade(s): 10	
All Resources:	25
Learning Activities:	0
Lesson Plans:	23
Multimedia:	0
Unit Plans:	2
English Language Arts (2015)	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 the first three standards in the Language strand in Grades K-10.) [W.9-10.5]
Grade(s): 10	
All Resources:	10
Learning Activities:	0
Lesson Plans:	10
Multimedia:	0
Unit Plans:	0
English Language Arts (2015)	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]
Grade(s): 10	
All Resources:	11
Learning	0

Activities:	
Lesson Plans:	10
Multimedia:	0
Unit Plans:	1

Research to Build and Present Knowledge

English Language Arts (2015) Grade(s): 10 All Resources: 16 Learning Activities: 2 Lesson Plans: 7 Multimedia: 6 Unit Plans: 1	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; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]
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English Language Arts (2015) Grade(s): 10 All Resources: 23 Learning Activities: 2 Lesson Plans: 15 Multimedia: 6 Unit Plans: 0	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]
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English Language Arts (2015) Grade(s): 10 All Resources: 16 Learning Activities: 1 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9] a. Apply <i>Grade 10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). [W.9-10.9a] b. Apply <i>Grade 10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). [W.9-10.9b]
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Range of Writing

English Language Arts (2015) Grade(s): 10 All 4	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]
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Resources:
Learning Activities: 0
Lesson Plans: 4
Multimedia: 0
Unit Plans: 0

Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015)
 Grade(s): 10
All Resources: 23
Learning Activities: 2
Lesson Plans: 21
Multimedia: 0
Unit Plans: 0

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]

English Language Arts (2015)
 Grade(s): 10
All Resources: 13
Learning Activities: 2
Lesson Plans: 11
Multimedia: 0
Unit Plans: 0

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]

English Language Arts (2015)
 Grade(s): 10
All Resources: 6
Learning Activities: 1

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]

Lesson Plans: 5
Multimedia: 0
Unit Plans: 0

Presentation of Knowledge and Ideas

English Language Arts (2015)
 Grade(s): 10
All Resources: 13
Learning Activities: 0
Lesson Plans: 11
Multimedia: 0
Unit Plans: 2

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]

English Language Arts (2015)
 Grade(s): 10
All Resources: 16
Learning Activities: 2
Lesson Plans: 14
Multimedia: 0
Unit Plans: 0

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. [SL.9-10.5]

English Language Arts (2015)
 Grade(s): 10
All Resources: 5
Learning Activities: 0
Lesson Plans: 5
Multimedia: 0
Unit Plans: 0

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 10 Language standards 37 and 39 for specific expectations.) [SL.9-10.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

“The following italicized standards from Grades 3-8 should have continued attention with rigor.

For standard 37:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear ambiguous antecedents).*[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1.e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest and style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]</i>

For standard 38:

Grade	Standard Number	Content
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; their).</i> * [L.4.1g]
4	40.b	<i>Choose punctuation for effect.* [L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.* [L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2A]”</i>

English Language Arts (2015)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]
Grade(s): 10	a. Use parallel structure.* [L.9-10.1a]
All Resources:	4
Learning Activities:	0
Lesson Plans:	3
Multimedia:	1
Unit Plans:	0
	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]
	c. Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning. (Alabama)

English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]
Grade(s): 10	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
All Resources:	1
Learning Activities:	0
Lesson Plans:	1
Multimedia:	0
Unit Plans:	0
	b. Use a colon to introduce a list or quotation. [L.9-10.2b]
	c. Spell correctly. [L.9-10.2c]

Knowledge of Language

“The following italicized standards from Grades 3-8 should have continued attention with rigor.

For standard 39:

Grade	Standard Number	Content
4	38.f	<i>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f]</i>
4	40.a	<i>Choose words and phrases to convey ideas precisely.*[L.4.3a]</i>
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]</i>
7	38.a	<i>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1a]”</i>

English Language Arts (2015)	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. [L.9-10.3]
Grade(s): 10	
All Resources:	11
Learning Activities:	0
Lesson Plans:	11
Multimedia:	0
Unit Plans:	0
	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's <i>MLA Handbook for Writers of Research Papers</i> , American Psychological Association's <i>Publication Manual of the American Psychological Association</i>) appropriate for the discipline and writing type. [L.9-10.3a]

Vocabulary Acquisition and Use

“The following italicized standard from Grades 3-8 should have continued attention with increased rigor.

For standard 42:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect. * [L.3.3a]”</i>
English Language Arts (2015) Grade(s): 10 All Resources: 5 Learning Activities: 0 Lesson Plans: 3 Multimedia: 2 Unit Plans: 0		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 10 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4] a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a] b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). [L.9-10.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c] d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]
English Language Arts (2015) Grade(s): 10 All Resources: 4 Learning Activities: 0 Lesson Plans: 2 Multimedia: 2 Unit Plans: 0		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5] a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a] b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]
English Language Arts (2015) Grade(s): 10 All Resources: 3 Learning Activities: 0 Lesson Plans: 3 Multimedia: 0 Unit Plans: 0		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. [L.9-10.6]

English Language Arts Grade 11

Reading Standards for Literature Key Ideas and Details

<p>English Language Arts (2015)</p> <p>Grade(s): 11</p> <p>All Resources: 26</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 23</p> <p>Multimedia: 1</p> <p>Unit Plans: 1</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. [RL.11-12.1]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 11</p> <p>All Resources: 26</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 23</p> <p>Multimedia: 2</p> <p>Unit Plans: 1</p>	<p>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.11-12.2]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 11</p> <p>All Resources: 32</p> <p>Learning Activities: 3</p> <p>Lesson Plans: 27</p> <p>Multimedia: 2</p> <p>Unit Plans: 0</p>	<p>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.11-12.3]</p>
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Craft and Structure

<p>English Language Arts (2015)</p> <p>Grade(s): 11</p> <p>All Resources: 40</p>	<p>Determine the meaning 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.11-12.4]</p>
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Learning Activities: 2 Lesson Plans: 36 Multimedia: 2 Unit Plans: 0	
English Language Arts (2015) Grade(s): 11 All Resources: 22 Learning Activities: 1 Lesson Plans: 21 Multimedia: 0 Unit Plans: 0	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.11-12.5]
English Language Arts (2015) Grade(s): 11 All Resources: 18 Learning Activities: 2 Lesson Plans: 15 Multimedia: 1 Unit Plans: 0	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.11-12.6]

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 11 All Resources: 21 Learning Activities: 0 Lesson Plans: 21 Multimedia: 0 Unit Plans: 0	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.) [RL.11-12.7]
English Language Arts (2015) Grade(s): 11 All Resources: 23	Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] (Alabama)

Learning Activities: 1
Lesson Plans: 21
Multimedia: 1
Unit Plans: 0

Range of Reading and Level of Text Complexity

English Language Arts (2015)
 Grade(s): 11
 All Resources: 25
Learning Activities: 1
Lesson Plans: 22
Multimedia: 2
Unit Plans: 0

By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)
 Grade(s): 11
 All Resources: 11
Learning Activities: 0
Lesson Plans: 10
Multimedia: 1
Unit Plans: 0

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. [RI.11-12.1]

English Language Arts (2015)
 Grade(s): 11
 All Resources: 11
Learning Activities: 1
Lesson Plans: 10
Multimedia: 0
Unit Plans: 0

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]

English Language Arts (2015)

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. [RI.11-12.3]

Grade(s): 11	
All Resources:	10
Learning Activities:	2
Lesson Plans:	8
Multimedia:	0
Unit Plans:	0

Craft and Structure

English Language Arts (2015) Grade(s): 11	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in The Federalist No. 10). [RI.11-12.4]
All Resources:	5
Learning Activities:	0
Lesson Plans:	4
Multimedia:	0
Unit Plans:	1

English Language Arts (2015) Grade(s): 11	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. [RI.11-12.5]
All Resources:	6
Learning Activities:	1
Lesson Plans:	4
Multimedia:	1
Unit Plans:	0

English Language Arts (2015) Grade(s): 11	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. [RI.11-12.6]
All Resources:	14
Learning Activities:	1
Lesson Plans:	11
Multimedia:	2
Unit Plans:	0

Integration of Knowledge and Ideas

English Language Arts (2015)	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. [RI.11-12.7]
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Grade(s): 11	
All Resources:	7
Learning Activities:	1
Lesson Plans:	5
Multimedia:	0
Unit Plans:	1

English Language Arts (2015)	Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"), including how they address related themes and concepts. [RI.9-10.9] (Alabama)
Grade(s): 11	
All Resources:	3
Learning Activities:	0
Lesson Plans:	3
Multimedia:	0
Unit Plans:	0

Range of Reading and Level of Text Complexity

English Language Arts (2015)	By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]
Grade(s): 11	
All Resources:	7
Learning Activities:	0
Lesson Plans:	7
Multimedia:	0
Unit Plans:	0

Writing Standards

Text Types and Purposes

English Language Arts (2015)	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]
Grade(s): 11	
All Resources:	19
Learning Activities:	0
Lesson Plans:	17
Multimedia:	1
Unit Plans:	1
	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]
	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]
	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1c]

	<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]</p>
<p>English Language Arts (2015) Grade(s): 11 All Resources: 20 Learning Activities: 0 Lesson Plans: 17 Multimedia: 1 Unit Plans: 2</p>	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.11-12.2f]</p>
<p>English Language Arts (2015) Grade(s): 11 All Resources: 11 Learning Activities: 0 Lesson Plans: 10 Multimedia: 1 Unit Plans: 0</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. [W.11-12.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]</p> <p>c. 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.11-12.3c]</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed,</p>

or resolved over the course of the narrative. [W.11-12.3e]

Production and Distribution of Writing

English Language Arts (2015) Grade(s): 11 All Resources: 28 Learning Activities: 2 Lesson Plans: 23 Multimedia: 1 Unit Plans: 2	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 19-21 above.) [W.11-12.4]
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English Language Arts (2015) Grade(s): 11 All Resources: 15 Learning Activities: 0 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	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 the first three standards in the Language strand in Grades K-11.) [W.11-12.5]
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English Language Arts (2015) Grade(s): 11 All Resources: 13 Learning Activities: 3 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0	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.11-12.6]
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Research to Build and Present Knowledge

English Language Arts (2015) Grade(s): 11 All Resources: 25 Learning Activities: 2 Lesson Plans: 13	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.11-12.7]
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Plans: Multimedia: 9 Unit Plans: 1	
English Language Arts (2015) Grade(s): 11 All Resources: 23 Learning Activities: 1 Lesson Plans: 17 Multimedia: 5 Unit Plans: 0	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. [W.11-12.8]
English Language Arts (2015) Grade(s): 11 All Resources: 25 Learning Activities: 1 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9] a. Apply <i>Grade 11 Reading standards</i> to literature (e.g., "Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). [W.11-12.9a] (Alabama) b. Apply <i>Grade 11 Reading standards</i> to literary nonfiction (e.g., Analyze seminal United States documents of historical and literary significance [e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"]), including how they address related themes and concepts. [W.11-12.9b] (Alabama)

Range of Writing

English Language Arts (2015) Grade(s): 11 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]
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Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015) Grade(s): 11 All Resources: 25	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 11 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1] a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.11-
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Learning Activities: 2 Lesson Plans: 23 Multimedia: 0 Unit Plans: 0	12.1a] b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b] c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c] d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. [SL.11-12.1d]
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English Language Arts (2015) Grade(s): 11 All Resources: 12 Learning Activities: 1 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	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. [SL.11-12.2]
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English Language Arts (2015) Grade(s): 11 All Resources: 18 Learning Activities: 2 Lesson Plans: 14 Multimedia: 2 Unit Plans: 0	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. [SL.11-12.3]
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Presentation of Knowledge and Ideas

English Language Arts (2015) Grade(s): 11 All Resources: 15 Learning Activities: 0 Lesson Plans: 14	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]
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Multimedia: 0 Unit Plans: 1	
English Language Arts (2015) Grade(s): 11 All Resources: 16 Learning Activities: 1 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	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. [SL.11-12.5]
English Language Arts (2015) Grade(s): 11 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 11 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]

Language Standards

Conventions of Standard English

“The following italicized standards from Grades 3-9 should have continued attention with ir rigor.

For standard 35:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.*[L.3</i>
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; the their).*[L.4.1g]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.*[L.5.</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person.*[L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear ambiguous antecedents).*[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies t improve expression in conventional language.* [L.6.1.e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest and style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*[L.7.1c]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1d]</i>
9	36.c	<i>Use parallel structure.*[L.9-10.1a]”</i>

For standard 36:

Grade	Standard Number	Content
4	40.b	<i>Choose punctuation for effect.*[L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.*[L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off non or parenthetical elements.*[L.6.2a]</i>

English Language Arts (2015)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
Grade(s): 11	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]
All Resources: 3	
Learning Activities: 1	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i>) as needed. [L.11-12.1b]
Lesson Plans: 1	
Multimedia: 1	
Unit Plans: 0	

English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
Grade(s): 11	a. Observe hyphenation conventions. [L.11-12.2a]
All Resources:	1 b. Spell correctly. [L.11-12.2b]
Learning Activities:	1
Lesson Plans:	0
Multimedia:	0
Unit Plans:	0

Knowledge of Language

“The following italicized standard from Grades 3-9 should have continued attention with inc rigor.

For standard 37:

Grade	Standard Number	Content
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]”</i>

English Language Arts (2015)	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. [L.11-12.3]
Grade(s): 11	
All Resources:	6 a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences: Syntax as Style</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]
Learning Activities:	1
Lesson Plans:	5
Multimedia:	0
Unit Plans:	0

Vocabulary Acquisition and Use

The following italicized standard from Grades 3-9 should have continued attention with incr

For standard 40:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]</i>

English Language Arts (2015)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 11 reading and content</i> , choosing flexibly from a range of strategies. [L.11-12.4]
Grade(s): 11	
All Resources:	2 a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's

Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a] 0 b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). [L.11-12.4b] 2 0 c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c] d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]
English Language Arts (2015) Grade(s): 11 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5] a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a] 6 b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b] 0 5 1 0
English Language Arts (2015) Grade(s): 11 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	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. [L.11-12.6] 5 1 3 1 0

English Language Arts Grade 12

Reading Standards for Literature Key Ideas and Details

<p>English Language Arts (2015)</p> <p>Grade(s): 12</p> <p>All Resources: 16</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 14</p> <p>Multimedia: 1</p> <p>Unit Plans: 0</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. [RL.11-12.1]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 12</p> <p>All Resources: 17</p> <p>Learning Activities: 2</p> <p>Lesson Plans: 15</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>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.11-12.2]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 12</p> <p>All Resources: 18</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 17</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>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.11-12.3]</p>
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Craft and Structure

<p>English Language Arts (2015)</p> <p>Grade(s): 12</p> <p>All Resources: 32</p>	<p>Determine the meaning 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.11-12.4]</p>
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Learning Activities:	0	
Lesson Plans:	31	
Multimedia:	1	
Unit Plans:	0	

English Language Arts (2015)	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.11-12.5]
Grade(s): 12	
All Resources:	15
Learning Activities:	0
Lesson Plans:	15
Multimedia:	0
Unit Plans:	0

English Language Arts (2015)	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.11-12.6]
Grade(s): 12	
All Resources:	9
Learning Activities:	1
Lesson Plans:	8
Multimedia:	0
Unit Plans:	0

Integration of Knowledge and Ideas

English Language Arts (2015)	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.) [RL.11-12.7] (Alabama)
Grade(s): 12	
All Resources:	11
Learning Activities:	1
Lesson Plans:	10
Multimedia:	0
Unit Plans:	0

English Language Arts (2015)	Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] (Alabama)
Grade(s): 12	
All Resources:	12
Learning	1

Activities:	
Lesson Plans:	9
Multimedia:	2
Unit Plans:	0

Range of Reading and Level of Text Complexity

English Language Arts (2015)	By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RL.11-12.10]
Grade(s):	12
All Resources:	22
Learning Activities:	1
Lesson Plans:	19
Multimedia:	2
Unit Plans:	0

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)	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. [RI.11-12.1]
Grade(s):	12
All Resources:	8
Learning Activities:	0
Lesson Plans:	7
Multimedia:	1
Unit Plans:	0

English Language Arts (2015)	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]
Grade(s):	12
All Resources:	9
Learning Activities:	0
Lesson Plans:	9
Multimedia:	0
Unit Plans:	0

English Language Arts (2015)	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. [RI.11-12.3]
Grade(s):	12
All Resources:	7

Learning Activities:	2
Lesson Plans:	5
Multimedia:	0
Unit Plans:	0

Craft and Structure

English Language Arts (2015) Grade(s): 12 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	3 0 3 0 0	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>The Federalist</i> No. 10). [RI.11-12.4]
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English Language Arts (2015) Grade(s): 12 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	2 0 2 0 0	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. [RI.11-12.5]
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English Language Arts (2015) Grade(s): 12 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	2 0 2 0 0	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. [RI.11-12.6]
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Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 12 All Resources: Learning Activities:	6 0	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. [RI.11-12.7]
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Lesson Plans: 5	
Multimedia: 1	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 12 All Resources: 1 Learning Activities: 0 Lesson Plans: 1 Multimedia: 0 Unit Plans: 0	Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). [RI.11-12.8]

Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 12 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RI.11-12.10]
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Writing Standards Text Types and Purposes

English Language Arts (2015) Grade(s): 12 All Resources: 10 Learning Activities: 0 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1c]</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]</p>
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<p>English Language Arts (2015) Grade(s): 12 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0</p>	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.11-12.2f]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 10 Learning Activities: 1 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.11-12.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]</p> <p>c. 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.11-12.3c]</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]</p>

Production and Distribution of Writing

<p>English Language Arts</p>	<p>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</p>
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(2015) Grade(s): 12 All Resources: 20 Learning Activities: 3 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0	are defined in standards 19-21 above.) [W.11-12.4]
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English Language Arts (2015) Grade(s): 12 All Resources: 13 Learning Activities: 3 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	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 the first three standards in the Language strand in Grades K-12.) [W.11-12.5]
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English Language Arts (2015) Grade(s): 12 All Resources: 12 Learning Activities: 4 Lesson Plans: 8 Multimedia: 0 Unit Plans: 0	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.11-12.6]
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Research to Build and Present Knowledge

English Language Arts (2015) Grade(s): 12 All Resources: 18 Learning Activities: 1 Lesson Plans: 11 Multimedia: 6 Unit Plans: 0	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.11-12.7]
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English Language Arts	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in
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(2015) Grade(s): 12 All Resources: 22 Learning Activities: 1 Lesson Plans: 16 Multimedia: 5 Unit Plans: 0	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. [W.11-12.8]
English Language Arts (2015) Grade(s): 12 All Resources: 16 Learning Activities: 2 Lesson Plans: 13 Multimedia: 1 Unit Plans: 0	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9] a. Apply <i>Grade 12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics"). [W.11-12.9a] (Alabama) b. Apply <i>Grade 12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning [e.g., in United States Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]"). [W.11-12.9b]

Range of Writing

English Language Arts (2015) Grade(s): 12 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]
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Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015) Grade(s): 12 All Resources: 18 Learning Activities: 2 Lesson Plans: 16 Multimedia: 0	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1] a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.11-12.1a] b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]
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Unit Plans: 0	<p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c]</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. [SL.11-12.1d]</p>
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English Language Arts (2015) Grade(s): 12 All Resources: 13 Learning Activities: 4 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0	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. [SL.11-12.2]
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English Language Arts (2015) Grade(s): 12 All Resources: 12 Learning Activities: 1 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	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. [SL.11-12.3]
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Presentation of Knowledge and Ideas

English Language Arts (2015) Grade(s): 12 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]
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English Language Arts (2015)	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. [SL.11-12.5]
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Grade(s): 12 All Resources: 18 Learning Activities: 5 Lesson Plans: 13 Multimedia: 0 Unit Plans: 0	
English Language Arts (2015) Grade(s): 12 All Resources: 2 Learning Activities: 0 Lesson Plans: 2 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 12 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]

Language Standards Conventions of Standard English

“The following italicized standards from Grades 3-9 should have continued attention with rigor.

For standard 35:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement. *[L.3</i>
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; the their). *[L.4.1g]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense. *[L.5..</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number person. *[L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear ambiguous antecedents). *[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and o writing and speaking, and identify and use strategies to imprc expression in conventional language. * [L.6.1.e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest style. *[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. *[L.7.1c]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood. *[L.8.1d]</i>
9	36.c	<i>Use parallel structure. *[L.9-10.1a]</i>

For standard 36:

Grade	Standard Number	Content
4	40.b	<i>Choose punctuation for effect. *[L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series. *[L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off non or parenthetical elements. *[L.6.2a]”</i>

English Language Arts (2015)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
Grade(s): 12	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]
All Resources: 4	
Learning Activities: 0	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed. [L.11-12.1b]
Lesson Plans: 4	
Multimedia: 0	

Unit Plans:	0
English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
Grade(s):	12
All Resources:	1
Learning Activities:	0
Lesson Plans:	1
Multimedia:	0
Unit Plans:	0

Knowledge of Language

“The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 37:

Grade	Standard Number	Content
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]”</i>

English Language Arts (2015)	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. [L.11-12.3]
Grade(s):	12
All Resources:	6
Learning Activities:	0
Lesson Plans:	6
Multimedia:	0
Unit Plans:	0

Vocabulary Acquisition and Use

“The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 40:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]”</i>

English Language Arts	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 12 reading and content</i> , choosing flexibly from a range of strategies.
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<p>(2015) Grade(s): 12 All Resources: 2 Learning Activities: 1 Lesson Plans: 0 Multimedia: 1 Unit Plans: 0</p>	<p>[L.11-12.4]</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a]</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). [L.11-12.4b]</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c]</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 6 Learning Activities: 0 Lesson Plans: 5 Multimedia: 1 Unit Plans: 0</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]</p> <p>b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 10 Learning Activities: 0 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0</p>	<p>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. [L.11-12.6]</p>

Mathematics Grade 7

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

<p>Mathematics (2015) Grade(s): 7 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0</p>	<p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. [7-RP1]</p> <p>Example: If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the fraction $\frac{\frac{1}{2}}{\frac{1}{4}}$ miles per hour, equivalently 2 miles per hour.</p>
<p>Mathematics (2015) Grade(s): 7 All Resources: 9 Learning Activities: 0 Lesson Plans: 8 Multimedia: 1 Unit Plans: 0</p>	<p>Recognize and represent proportional relationships between quantities. [7-RP2]</p> <p>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. [7-RP2a]</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. [7-RP2b]</p> <p>c. Represent proportional relationships by equations. [7-RP2c]</p> <p>Example: If total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</p> <p>d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. [7-RP2d]</p>
<p>Mathematics (2015) Grade(s): 7 All Resources: 9 Learning Activities: 1 Lesson Plans: 5 Multimedia: 3</p>	<p>Use proportional relationships to solve multistep ratio and percent problems. [7-RP3]</p> <p>Examples: Sample problems may involve simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.</p>

Unit Plans:	0
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The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Mathematics (2015) Grade(s): 7 All Resources: 2 Learning Activities: 3 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. [7-NS1] a. Describe situations in which opposite quantities combine to make 0. [7-NS1a] Example: A hydrogen atom has 0 charge because its two constituents are oppositely charged. b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. [7-NS1b] c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. [7-NS1c] d. Apply properties of operations as strategies to add and subtract rational numbers. [7-NS1d]
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Mathematics (2015) Grade(s): 7 All Resources: 1 Learning Activities: 4 Lesson Plans: 7 Multimedia: 6 Unit Plans: 0	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. [7-NS2] a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. [7-NS2a] b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with nonzero divisor) is a rational number. If p and q are integers, then $-(\frac{p}{q}) = \frac{-p}{q} = \frac{p}{-q}$. Interpret quotients of rational numbers by describing real-world contexts. [7-NS2b] c. Apply properties of operations as strategies to multiply and divide rational numbers. [7-NS2c] d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. [7-NS2d]
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Mathematics (2015) Grade(s): 7 All Resources: 1	Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.) [7-NS3]
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Resources:	5
Learning Activities:	2
Lesson Plans:	5
Multimedia:	8
Unit Plans:	0

Expressions and Equations

Use properties of operations to generate equivalent expressions.

Mathematics (2015)	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. [7-EE1]
Grade(s):	7
All Resources:	6
Learning Activities:	1
Lesson Plans:	3
Multimedia:	2
Unit Plans:	0

Mathematics (2015)	Understand that rewriting an expression in different forms in a problem context can shed light on the problem, and how the quantities in it are related. [7-EE2]
Grade(s):	7
All Resources:	2
Learning Activities:	0
Lesson Plans:	2
Multimedia:	0
Unit Plans:	0

Example: $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Mathematics (2015)	Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form, convert between forms as appropriate, and assess the reasonableness of answers using mental computation and estimation strategies. [7-EE3]
Grade(s):	7
All Resources:	9
Learning Activities:	2
Lesson Plans:	9
Multimedia:	8

Examples: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Unit Plans:	0	
Mathematics (2015) Grade(s): 7 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	0 9 1 8 0 0	<p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. [7-EE4]</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. [7-EE4a]</p> <p>Example: The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality, and interpret it in the context of the problem. [7-EE4b]</p> <p>Example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>

Geometry

Draw, construct, and describe geometrical figures and describe the relationships between them.

Mathematics (2015) Grade(s): 7 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	3 4 0 3 3 1 0	<p>Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. [7-G1]</p>
Mathematics (2015) Grade(s): 7 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	1 1 0 1 0 1 0	<p>Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. [7-G2]</p>

Plans:	
Mathematics (2015) Grade(s): 7 All 1 Resources: 2 Learning Activities: 0 Lesson Plans: 2 Multimedia: 0 Unit Plans: 0	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. [7-G3]

Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.

Mathematics (2015) Grade(s): 7 All 1 Resources: 7 Learning Activities: 0 Lesson Plans: 6 Multimedia: 1 Unit Plans: 0	Know the formulas for the area and circumference of a circle, and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. [7-G4]
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Mathematics (2015) Grade(s): 7 All 0 Resources: 0 Learning Activities: 0 Lesson Plans: 0 Multimedia: 0 Unit Plans: 0	Use facts about supplementary, complementary, vertical, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure. [7-G5]
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Mathematics (2015) Grade(s): 7 All 3 Resources: 5 Learning Activities: 0 Lesson Plans: 3	Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. [7-G6]
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Plans: 3
 Multimedia:
 a: 2
 Unit
 Plans: 0

Statistics and Probability

Use random sampling to draw inferences about a population.

Mathematics (2015)
 Grade(s): 7
 All 3
 Resources: 6
 Learning Activities: 3
 Lesson 3
 Plans: 3
 Multimedia:
 a: 0
 Unit
 Plans: 0

Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. [7-SP1]

Mathematics (2015)
 Grade(s): 7
 All 2
 Resources: 9
 Learning Activities: 2
 Lesson 2
 Plans: 7
 Multimedia:
 a: 0
 Unit
 Plans: 0

Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. [7-SP2]

Example: Estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

Draw informal comparative inferences about two populations.

Mathematics (2015)
 Grade(s): 7
 All
 Resources: 2
 Learning Activities: 0
 Lesson
 Plans: 2
 Multimedia:
 a: 0
 Unit Plans: 0

Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. [7-SP3]

Example: The mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

Mathematics (2015)

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. [7-SP4]

Grade(s): 7	
All Resources: 3	Example: Decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
Learning Activities: 0	
Lesson Plans: 3	
Multimedia: 0	
Unit Plans: 0	

Investigate chance processes and develop, use, and evaluate probability models.

Mathematics (2015)	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. [7-SP5]
Grade(s): 7	
All Resources: 7	
Learning Activities: 1	
Lesson Plans: 6	
Multimedia: 0	
Unit Plans: 0	

Mathematics (2015)	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. [7-SP6]
Grade(s): 7	
All Resources: 5	Example: When rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
Learning Activities: 1	
Lesson Plans: 4	
Multimedia: 0	
Unit Plans: 0	

Mathematics (2015)	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. [7-SP7]
Grade(s): 7	
All Resources: 2	a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. [7-SP7a]
Learning Activities: 1	
Lesson Plans: 1	Example: If a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
Multimedia: 0	b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. [7-SP7b]

Unit Plans: 0	<p>Example: Find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies'</p>
<p>Mathematics (2015) Grade(s): 7 All Resources: 4 Learning Activities: 1 Lesson Plans: 3 Multimedia: 0 Unit Plans: 0</p>	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. [7-SP8]</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. [7-SP8a]</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. [7-SP8b]</p> <p>c. Design and use a simulation to generate frequencies for compound events. [7-SP8c]</p> <p>Example: Use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood'</p>

Mathematics Grade 8

The Number System

Know that there are numbers that are not rational, and approximate them by rational numbers.

Mathematics (2015)	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. [8-NS1]
Grade(s): 8	
All Resources:	3
Learning Activities:	0
Lesson Plans:	3
Multimedia :	0
Unit Plans:	0

Mathematics (2015)	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). [8-NS2]
Grade(s): 8	
All Resources:	4
Learning Activities:	0
Lesson Plans:	4
Multimedia :	0
Unit Plans:	0

Example: By truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

Expressions and Equations

Work with radicals and integer exponents.

Mathematics (2015)	Know and apply the properties of integer exponents to generate equivalent numerical expressions. [8-EE1]
Grade(s): 8	
All Resources:	3
Learning Activities:	0
Lesson Plans:	2
Multimedia :	1
Unit Plans:	0

Example: $3^2 \times 3^{-5} = 3^{-3} = \frac{1}{3^3} = \frac{1}{27}$.

Mathematics (2015) Grade(s): 8 All Resources: 1 Learning Activities: 0 Lesson Plans: 1 Multimedia : Unit Plans: 0	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. [8-EE2]
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Mathematics (2015) Grade(s): 8 All Resources: 3 Learning Activities: 0 Lesson Plans: 3 Multimedia : Unit Plans: 0	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. [8-EE3] Example: Estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.
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Mathematics (2015) Grade(s): 8 All Resources: 6 Learning Activities: 0 Lesson Plans: 6 Multimedia : Unit Plans: 0	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. [8-EE4]
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Understand the connections among proportional relationships, lines, and linear equations.

Mathematics (2015) Grade(s): 8 All Resources: 8 Learning Activities: 0 Lesson Plans: 2 Multimedia : Unit Plans: 0	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. [8-EE5] Example: Compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
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Unit Plans:	0
Mathematics (2015) Grade(s): 8 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	6 0 6 0 0
Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . [8-EE6]	

Analyze and solve linear equations and pairs of simultaneous linear equations.

Mathematics (2015) Grade(s): 8 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	6 3 2 1 0
Solve linear equations in one variable. [8-EE7]	
a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). [8-EE7a]	
b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions, using the distributive property and collecting like terms. [8-EE7b]	

Mathematics (2015) Grade(s): 8 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	0 0 0 0 0
Analyze and solve pairs of simultaneous linear equations. [8-EE8]	
a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersections of their graphs because points of intersection satisfy both equations simultaneously. [8-EE8a]	
b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. [8-EE8b]	
Example: $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.	
c. Solve real-world and mathematical problems leading to two linear equations in two variables. [8-EE8c]	
Example: Given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.	

Functions

Define, evaluate, and compare functions.

Mathematics	Understand that a function is a rule that assigns to each input exactly one output. The
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(2015) Grade(s): 8 All Resources: 8 Learning Activities: 1 Lesson Plans: 7 Multimedia : Unit Plans: 0	graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8.) [8-F1]
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Mathematics (2015) Grade(s): 8 All Resources: 1 Learning Activities: 0 Lesson Plans: 2 Multimedia : Unit Plans: 8 0	Compare properties of two functions, each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). [8-F2] Example: Given a linear function represented by a table of values and linear function represented by an algebraic expression, determine which function has the greater rate of change.
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Mathematics (2015) Grade(s): 8 All Resources: 6 Learning Activities: 0 Lesson Plans: 6 Multimedia : Unit Plans: 0	Interpret the equation $y = mx + b$ as defining a linear function whose graph is a straight line; give examples of functions that are not linear. [8-F3] Example: The function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4), and (3,9), which are not on a straight line.
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Use functions to model relationships between quantities.

Mathematics (2015) Grade(s): 8 All Resources: 1 Learning Activities: 8 Lesson Plans: 1 Multimedia : Unit Plans: 7 0	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x,y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of linear function in terms of the situation it models and in terms of its graph or a table of values. [8-F4]
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Plans:	
Mathematics (2015) Grade(s): 8 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. [8-F5]

Geometry

Understand congruence and similarity using physical models, transparencies, or geometry software.

Mathematics (2015) Grade(s): 8 All Resources: 7 Learning Activities: 0 Lesson Plans: 6 Multimedia: 1 Unit Plans: 0	Verify experimentally the properties of rotations, reflections, and translations: [8-G1] a. Lines are taken to lines, and line segments are taken to line segments of the same length. [8-G1a] b. Angles are taken to angles of the same measure. [8-G1b] c. Parallel lines are taken to parallel lines. [8-G1c]
Mathematics (2015) Grade(s): 8 All Resources: 6 Learning Activities: 0 Lesson Plans: 4 Multimedia: 2 Unit Plans: 0	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. [8-G2]
Mathematics (2015) Grade(s): 8 All Resources: 9 Learning	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. [8-G3]

Activities: Lesson Plans: 8 Multimedia : 1 Unit Plans: 0	
Mathematics (2015) Grade(s): 8 All Resources: 6 Learning Activities: 0 Lesson Plans: 5 Multimedia : 1 Unit Plans: 0	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. [8-G4]
Mathematics (2015) Grade(s): 8 All Resources: 0 Learning Activities: 0 Lesson Plans: 0 Multimedia : 0 Unit Plans: 0	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. [8-G5] Example: Arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give argument in terms of transversals why this is so.
Understand and apply the Pythagorean Theorem.	
Mathematics (2015) Grade(s): 8 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia : 0 Unit Plans: 0	Explain a proof of the Pythagorean Theorem and its converse. [8-G6]
Mathematics (2015) Grade(s): 8 All Resources: 5	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. [8-G7]

Learning Activities:	0
Lesson Plans:	5
Multimedia :	0
Unit Plans:	0

Mathematics (2015)	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. [8-G8]
Grade(s):	8
All Resources:	1
Learning Activities:	0
Lesson Plans:	1
Multimedia :	0
Unit Plans:	0

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Mathematics (2015)	Know the formulas for the volumes of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems. [8-G9]
Grade(s):	8
All Resources:	2
Learning Activities:	0
Lesson Plans:	2
Multimedia a:	0
Unit Plans:	0

Statistics and Probability

Investigate patterns of association in bivariate data.

Mathematics (2015)	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. [8-SP1]
Grade(s):	8
All Resources:	8
Learning Activities:	0
Lesson Plans:	8
Multimedia a:	0
Unit Plans:	0

Plans:	
Mathematics (2015) Grade(s): 8 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. [8-SP2]
Mathematics (2015) Grade(s): 8 All Resources: 6 Learning Activities: 0 Lesson Plans: 5 Multimedia: 1 Unit Plans: 0	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. [8-SP3] Example: In a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
Mathematics (2015) Grade(s): 8 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. [8-SP4] Example: Collect data from students in your class on whether or not they have a curfew on school nights, and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

Algebra 1

NUMBER AND QUANTITY

The Real Number System

Extend the properties of exponents to rational exponents.

Mathematics (2015)	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. [N-RN1]
Grade(s): 9 - 12	
All Resources:	3
Learning Activities:	0
Lesson Plans:	3
Multimedia:	0
Unit Plans:	0

Example: We define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.

Mathematics (2015)	Rewrite expressions involving radicals and rational exponents using the properties of exponents. [N-RN2]
Grade(s): 9 - 12	
All Resources:	5
Learning Activities:	0
Lesson Plans:	5
Multimedia:	0
Unit Plans:	0

Use properties of rational and irrational numbers.

Mathematics (2015)	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. [N-RN3]
Grade(s): 9 - 12	
All Resources:	1
Learning Activities:	0
Lesson Plans:	1
Multimedia:	0
Unit Plans:	0

Quantities*

Reason quantitatively and use units to solve problems. (*Foundation for work with expressions, equations, and functions.*)

Mathematics (2015)	Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. [N-Q1]
Grade(s): 9 - 12	

All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	
Mathematics (2015) Grade(s): 9 - 12 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Define appropriate quantities for the purpose of descriptive modeling. [N-Q2]
Mathematics (2015) Grade(s): 9 - 12 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. [N-Q3]

ALGEBRA

Seeing Structure in Expressions

Interpret the structure of expressions. (For standard 7 linear, exponential, quadratic; for standard 8 linear, exponential, quadratic, rational.) (Alabama)

Mathematics (2015) Grade(s): 9 - 12 All Resources: 3 Learning Activities: 1 Lesson Plans: 2 Multimedia: 0 Unit Plans: 0	Interpret expressions that represent a quantity in terms of its context.* [A-SSE1] a. Interpret parts of an expression such as terms, factors, and coefficients. [A-SSE1a] b. Interpret complicated expressions by viewing one or more of their parts as a single entity. [A-SSE1b] Example: Interpret $P(1+r)^n$ as the product of P and a factor not depending on P .
Mathematics (2015) Grade(s): 9 - 12	Use the structure of an expression to identify ways to rewrite it. [A-SSE2] Example: See $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can

All Resources:	2	be factored as $(x^2 - y^2)(x^2 + y^2)$.
Learning Activities:	0	
Lesson Plans:	2	
Multimedia:	0	
Unit Plans:	0	

Write expressions in equivalent forms to solve problems. (*Quadratic and exponential.*)

Mathematics (2015)		Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* [A-SSE3]
Grade(s):	9 - 12	
All Resources:	5	a. Factor a quadratic expression to reveal the zeros of the function it defines. [A-SSE3a]
Learning Activities:	0	b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. [A-SSE3b]
Lesson Plans:	5	c. Determine a quadratic equation when given its graph or roots. (Alabama)
Multimedia:	0	
Unit Plans:	0	d. Use the properties of exponents to transform expressions for exponential functions. [A-SSE3c]
		Example: The expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

Arithmetic With Polynomials and Rational Expressions

Perform arithmetic operations on polynomials. (*Linear and quadratic.*)

Mathematics (2015)		Understand that polynomials form a system analogous to the integers; namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. [A-APR1]
Grade(s):	9 - 12	
All Resources:	4	
Learning Activities:	0	
Lesson Plans:	4	
Multimedia:	0	
Unit Plans:	0	

Rewrite rational expressions. (*Linear and quadratic denominators.*)

Mathematics (2015)		(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. [A-APR7]
Grade(s):	9 - 12	
All Resources:	0	
Learning Activities:	0	

Lesson Plans:	0
Multimedia:	0
Unit Plans:	0

Creating Equations*

Create equations that describe numbers or relationships. (*Linear, quadratic, and exponential (integer inputs only); for Standard 14, linear only.*)

Mathematics (2015) Grade(s): 9 - 12 All Resources: 11 Learning Activities: 0 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	Create equations and inequalities in one variable, and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> [A-CED1]
Mathematics (2015) Grade(s): 9 - 12 All Resources: 24 Learning Activities: 0 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. [A-CED2]
Mathematics (2015) Grade(s): 9 - 12 All Resources: 8 Learning Activities: 0 Lesson Plans: 8 Multimedia: 0 Unit Plans: 0	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. [A-CED3] Example: Represent inequalities describing nutritional and cost constraints on combinations of different foods.
Mathematics (2015) Grade(s): 9 - 12 All Resources: 0 Learning Activities: 0 Lesson Plans: 0	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. [A-CED4] Example: Rearrange Ohm's law $V = IR$ to highlight resistance R .

Plans:	
Multimedia:	0
Unit Plans:	0

Reasoning With Equations and Inequalities

Understand solving equations as a process of reasoning and explain the reasoning. (*Master linear; learn as general principle.*)

Mathematics (2015)	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. [A-REI1]	
Grade(s): 9 - 12		
All Resources:		0
Learning Activities:		0
Lesson Plans:		0
Multimedia:		0
Unit Plans:		0

Solve equations and inequalities in one variable. (*Linear inequalities; literal that are linear in the variables being solved for; quadratics with real solutions.*)

Mathematics (2015)	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. [A-REI3]	
Grade(s): 9 - 12		
All Resources:		6
Learning Activities:		2
Lesson Plans:		4
Multimedia:		0
Unit Plans:		0

Mathematics (2015)	Solve quadratic equations in one variable. [A-REI4]	
Grade(s): 9 - 12		
All Resources:		4
Learning Activities:		0
Lesson Plans:		4
Multimedia:		0
Unit Plans:		0

Solve systems of equations. (*Linear-linear and linear-quadratic.*)

Mathematics (2015)	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. [A-REI5]
Grade(s): 9 - 12	
All	

Resources: Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	
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Mathematics (2015) Grade(s): 9 - 12 All Resources: 10 Learning Activities: 0 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. [A-REI6]
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Mathematics (2015) Grade(s): 9 - 12 All Resources: 2 Learning Activities: 0 Lesson Plans: 2 Multimedia: 0 Unit Plans: 0	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. [A-REI7] Example: Find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
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Represent and solve equations and inequalities graphically. (*Linear and exponential; learn as general principle..*)

Mathematics (2015) Grade(s): 9 - 12 All Resources: 12 Learning Activities: 0 Lesson Plans: 12 Multimedia: 0 Unit Plans: 0	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). [A-REI10]
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Mathematics (2015) Grade(s): 9 - 12 All Resources: 2 Learning 0	Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* [A-REI11]
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Activities: Lesson Plans: 2 Multimedia: 0 Unit Plans: 0	
Mathematics (2015) Grade(s): 9 - 12 All Resources: 2 Learning Activities: 0 Lesson Plans: 2 Multimedia: 0 Unit Plans: 0	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. [A-REI12]

FUNCTIONS

Interpreting Functions

Understand the concept of a function and use function notation. (*Learn as general principle; focus on linear and exponential and on arithmetic and geometric sequences.*)

Mathematics (2015) Grade(s): 9 - 12 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. [F-IF1]
Mathematics (2015) Grade(s): 9 - 12 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. [F-IF2]
Mathematics (2015) Grade(s): 9 - 12 All 11	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. [F-IF3] Example: The Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.

Resources:	
Learning Activities:	0
Lesson Plans:	10
Multimedia:	1
Unit Plans:	0

Interpret functions that arise in applications in terms of the context. (*Linear, exponential, and quadratic.*)

Mathematics (2015) Grade(s): 9 - 12 All Resources: 25 Learning Activities: 0 Lesson Plans: 25 Multimedia: 0 Unit Plans: 0	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i> [F-IF4]
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Mathematics (2015) Grade(s): 9 - 12 All Resources: 17 Learning Activities: 0 Lesson Plans: 16 Multimedia: 1 Unit Plans: 0	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.* [F-IF5] Example: If the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
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Mathematics (2015) Grade(s): 9 - 12 All Resources: 31 Learning Activities: 1 Lesson Plans: 30 Multimedia: 0 Unit Plans: 0	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* [F-IF6]
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Analyze functions using different representations. (*Linear, exponential, quadratic, absolute value, step, and an awareness of piecewise-defined.*)

Mathematics (2015) Grade(s): 9 - 12	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* [F-IF7] a. Graph linear and quadratic functions, and show intercepts, maxima, and minima. [F-
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All Resources: 24 Learning Activities: 1 Lesson Plans: 23 Multimedia: 0 Unit Plans: 0	IF7a) b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. [F-IF7b]
Mathematics (2015) Grade(s): 9 - 12 All Resources: 12 Learning Activities: 0 Lesson Plans: 12 Multimedia: 0 Unit Plans: 0	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. [F-IF8] a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. [F-IF8a] b. Use the properties of exponents to interpret expressions for exponential functions. [F-IF8b] Example: Identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, and $y = (1.2)^t$, and classify them as representing exponential growth and decay.
Mathematics (2015) Grade(s): 9 - 12 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). [F-IF9] Example: Given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Building Functions

Build a function that models a relationship between two quantities. (For standards 34 and 35, linear, exponential, and quadratic.)

Mathematics (2015) Grade(s): 9 - 12 All Resources: 28 Learning Activities: 1 Lesson Plans: 27 Multimedia: 0 Unit Plans: 0	Write a function that describes a relationship between two quantities.* [F-BF1] a. Determine an explicit expression, a recursive process, or steps for calculation from a context. [F-BF1a] b. Combine standard function types using arithmetic operations. [F-BF1b] Example: Build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
Mathematics (2015)	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.* [F-BF2]

Grade(s): 9 - 12	
All Resources:	19
Learning Activities:	0
Lesson Plans:	19
Multimedia:	0
Unit Plans:	0

Build new functions from existing functions. (*Linear, exponential, quadratic, and absolute value.*)

Mathematics (2015)	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs.
Grade(s): 9 - 12	Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. [F-BF3]
All Resources:	6
Learning Activities:	1
Lesson Plans:	5
Multimedia:	0
Unit Plans:	0

Linear, Quadratic, and Exponential Models*

Construct and compare linear, quadratic, and exponential models and solve problems.

Mathematics (2015)	Distinguish between situations that can be modeled with linear functions and with exponential functions. [F-LE1]
Grade(s): 9 - 12	
All Resources:	20
Learning Activities:	0
Lesson Plans:	20
Multimedia:	0
Unit Plans:	0
	a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. [F-LE1a]
	b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. [F-LE1b]
	c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. [F-LE1c]

Mathematics (2015)	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). [F-LE2]
Grade(s): 9 - 12	
All Resources:	30
Learning Activities:	1
Lesson Plans:	29
Multimedia:	0
Unit Plans:	0

Mathematics (2015) Grade(s): 9 - 12 All Resources: 6 Learning Activities: 0 Lesson Plans: 6 Multimedia: 0 Unit Plans: 0	Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. [F-LE3]
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Interpret expressions for functions in terms of the situation they model. (*Linear and exponential of form $f(x) = b^x + k.$*)

Mathematics (2015) Grade(s): 9 - 12 All Resources: 15 Learning Activities: 0 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Interpret the parameters in a linear or exponential function in terms of a context. [F-LE5]
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STATISTICS AND PROBABILITY

Interpreting Categorical and Quantitative Data

Summarize, represent, and interpret data on a single count or measurement variable.

Mathematics (2015) Grade(s): 9 - 12 All Resources: 15 Learning Activities: 0 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Represent data with plots on the real number line (dot plots, histograms, and box plots). [S-ID1]
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Mathematics (2015) Grade(s): 9 - 12 All Resources: 15 Learning Activities: 0 Lesson Plans: 15	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. [S-ID2]
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Plans: Multimedia: 0 Unit Plans: 0	
Mathematics (2015) Grade(s): 9 - 12 All Resources: 14 Learning Activities: 0 Lesson Plans: 14 Multimedia: 0 Unit Plans: 0	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). [S-ID3]

Summarize, represent, and interpret data on two categorical and quantitative variables. (*Linear focus, discuss general principle.*)

Mathematics (2015) Grade(s): 9 - 12 All Resources: 2 Learning Activities: 0 Lesson Plans: 2 Multimedia: 0 Unit Plans: 0	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. [S-ID5]
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Mathematics (2015) Grade(s): 9 - 12 All Resources: 31 Learning Activities: 0 Lesson Plans: 31 Multimedia: 0 Unit Plans: 0	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. [S-ID6] a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i> [S-ID6a] b. Informally assess the fit of a function by plotting and analyzing residuals. [S-ID6b] c. Fit a linear function for a scatter plot that suggests a linear association. [S-ID6c]
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Interpret linear models.

Mathematics (2015) Grade(s): 9 - 12 All Resources: 33 Learning Activities: 1 Lesson Plans: 32	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. [S-ID7]
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Multimedia: 0

Unit Plans: 0

Conditional Probability and the Rules of Probability

Understand independence and conditional probability and use them to interpret data. (*Link to data from simulations or experiments.*)

Mathematics
(2015)

Grade(s): 9 - 12

All

Resources: 5

Learning
Activities: 0

Lesson
Plans: 5

Multimedia: 0

Unit Plans: 0

Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. [S-CP2]