

SIDE-BY-SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS						
PASS			CCSS			
Strand	Standard #	Standard	Strand	Standard #	Standard	
R	Main	Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts. Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.		Common Core State Standards Band 9-10		
R	1	Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.				
RL	1.1	Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	L	4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
RL	1.1	Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	L	6	Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression	

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RL	1.2	Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	L	4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL	1.2	Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	RI	4	Craft and Structure: 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).
RL	1.2	Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	L	4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
RL	1.2	Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	L	4.a	Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
RL	1.2	Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	L	4.d	Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RL	1.2	Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	L	Grade band 11-12 1.b	Conventions of Standard English: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) as needed.
RL	1.3	Expand vocabulary through wide reading, listening, and discussing.	L	4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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RL	1.3	Expand vocabulary through wide reading, listening, and discussing.	L	6
RL	1.4	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	L	4
RL	1.4	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	L	4.c
RL	1.4	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	L	4.d
RL	1.5	Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.	RL	4
RL	1.5	Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.	RI	4

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RL	1.5	Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.	L	4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
RL	1.5	Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.	L	4.b	Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
RL	1.5	Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	1.5	Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.	L	5.b	Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.
RL	2	Standard 2: Comprehension - The student will interact with the words to construct an appropriate meaning. Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate the author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.			
RL	2.1.a	Literal Understanding: Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.	RL	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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RL	2.1.a	Literal Understanding: Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
RL	2.1.b	Literal Understanding: Draw upon own background to provide connections to text.			
RL	2.1.c	Literal Understanding: Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.			
RL	2.1.d	Literal Understanding: Recognize text structures such as compare and contrast, cause and effect, and chronological ordering.			
RL	2.1.e	Literal Understanding: Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.			
RL	2.2.a	Inferences and Interpretation: Analyze characteristics of text, including its structure, word choice, and intended audience.	RL	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
RL	2.2.a	Inferences and Interpretation: Analyze characteristics of text, including its structure, word choice, and intended audience.	RI	3	Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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RL	2.2.a	Inferences and Interpretation: Analyze characteristics of text, including its structure, word choice, and intended audience.	RI	5	Craft and Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RL	2.2.a	Inferences and Interpretation: Analyze characteristics of text, including its structure, word choice, and intended audience.	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
RL	2.2.a	Inferences and Interpretation: Analyze characteristics of text, including its structure, word choice, and intended audience.	L	3	Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
RL	2.2.b	Inferences and Interpretation: Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	RL	1	Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	2.2.b	Inferences and Interpretation: Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	RL	1	Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	2.2.c	Inferences and Interpretation: Recognize influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).			
RL	2.3.a	Summary and Generalization: Identify the main idea and supporting details by producing summaries of text.	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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RL	2.3.a	Summary and Generalization: Identify the main idea and supporting details by producing summaries of text.	L	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
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RL	2.3.b	Summary and Generalization: Use text features and elements to support inferences and generalizations about information.	RL	1	Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	2.3.b	Summary and Generalization: Use text features and elements to support inferences and generalizations about information.	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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RL	2.3.b	Summary and Generalization: Use text features and elements to support inferences and generalizations about information.	RL	2	Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL	2.3.c	Summary and Generalization: Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL	2.3.c	Summary and Generalization: Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	RI	2	Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL	2.3.c	Summary and Generalization: Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	RI	5	Craft and Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RL	2.4.a	Analysis and Evaluation: Discriminate between fact and opinion and fiction and nonfiction.	RL	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
RL	2.4.a	Analysis and Evaluation: Discriminate between fact and opinion and fiction and nonfiction.	RI	6	Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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RL	2.4.a	Analysis and Evaluation: Discriminate between fact and opinion and fiction and nonfiction.	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
RL	2.4.b	Analysis and Evaluation: Recognize deceptive and/or faulty arguments in persuasive texts.	RI	6	Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RL	2.4.b	Analysis and Evaluation: Recognize deceptive and/or faulty arguments in persuasive texts.	RI	8	Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RL	2.4.c	Analysis and Evaluation: Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	RL	1	Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	2.4.c	Analysis and Evaluation: Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	RI	1	Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	2.4.c	Analysis and Evaluation: Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	RI	3	Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RL	2.4.d	Analysis and Evaluation: Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.	RI	3	Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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RL	3	Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.	SL	1.b	Comprehension and Collaboration: 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.
RL	3	Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.	SL	1.d	Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
RL	3.1.a	Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature: Analyze the characteristics of genres, including short story, novel, drama, poetry, and essay.			
RL	3.1.b	Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature: Analyze the characteristics of subgenres including tragedy, sonnet, epic, lyric and narrative poetry.			
RL	3.2.a	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Recognize the theme (general observation about life or human nature) within a text.	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL	3.2.a	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Recognize the theme (general observation about life or human nature) within a text.	RI	2	Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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RL	3.2.b	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.	RL	5	Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL	3.2.c	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.	L	5.a	Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.
RL	3.2.d	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.	RL	3	Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL	3.2.d	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.	RL	5	Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL	3.2.e	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Analyze characters and identify author's point of view.	RL	3	Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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RL	3.2.f	Literary Elements - Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.			
RL	3.3.a	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain figurative language including metaphor, personification, and simile.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL	3.3.a	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain figurative language including metaphor, personification, and simile.	RI	4	Craft and Structure: 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).
RL	3.3.a	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain figurative language including metaphor, personification, and simile.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	3.3.b	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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RL	3.3.b	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.	RI	4	Craft and Structure: 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).
RL	3.3.c	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL	3.3.c	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.	RI	4	Craft and Structure: Determine the meaning of words and phrases as they are used in 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).
RL	3.3.d	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL	3.3.d	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning.	RI	4	Craft and Structure: 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).

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RL	3.4.a	Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and evaluate works of literature and the historical context in which they were written.	RL	6	Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL	3.4.a	Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and evaluate works of literature and the historical context in which they were written.	RI	9	Integration of Knowledge and Ideas: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.
RL	3.4.b	Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and evaluate literature from various cultures to broaden cultural awareness.	RL	6	Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL	3.4.c	Literary Works - The student will read and respond to historically and culturally significant works of literature: Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.			
RL	4	Standard 4: Research and Information: The student will conduct research and organize information.			
RL	4.1.a	Accessing Information - Select the best source for a given purpose: Access information from a variety of primary and secondary sources.	W	7	Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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RL	4.1.a	Accessing Information - Select the best source for a given purpose: Access information from a variety of primary and secondary sources.	W	8	Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
RL	4.1.b	Accessing Information - Select the best source for a given purpose: Skim text for an overall impression and scan text for particular information.	W	7	Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
RL	4.1.b	Accessing Information - Select the best source for a given purpose: Skim text for an overall impression and scan text for particular information.	W	8	Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
RL	4.1.c	Accessing Information - Select the best source for a given purpose: Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	W	7	Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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RL	4.1.c	Accessing Information - Select the best source for a given purpose: Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	W	8	Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
RL	4.2.a	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Summarize, paraphrase, and/or quote relevant information.	RI	8	Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RL	4.2.a	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Summarize, paraphrase, and/or quote relevant information.	W	7	Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
RL	4.2.b	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Determine the author's viewpoint to evaluate source credibility and reliability.	RI	5	Craft and Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RL	4.2.b	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Determine the author's viewpoint to evaluate source credibility and reliability.	RI	6	Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RL	4.2.b	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Determine the author's viewpoint to evaluate source credibility and reliability.	RI	8	Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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RL	4.2.c	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Organize and convert information into different forms such as charts, graphs, and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely.			
RL	4.2.d	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.			
RL	4.2.e	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Draw conclusions from information gathered.			
			RL	9	Integration of Knowledge and Ideas: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or The Bible or how a later author draws on a play by Shakespeare).
W	Main	Writing/grammar/usage and mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent, and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing progress. Work independently and in self-directed writing teams to edit and revise.			
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	W	1.e	Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.

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W	1.1.a	Use a writing process to develop and refine composition skills. Students are expected to: use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.	W	1.e	Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.
W	1.1.a	Use a writing process to develop and refine composition skills. Students are expected to: use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.	W	2.f	Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W	1.1.a	Use a writing process to develop and refine composition skills. Students are expected to: use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.	W	5	Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)
W	1.1.b	Use a writing process to develop and refine composition skills. Students are expected to: determine main idea by evaluating results of prewriting activities to select an appropriate topic.			
W	1.1.c	Use a writing process to develop and refine composition skills. Students are expected to: identify audience and purpose for writing: (I) consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, or share an experience or emotion (II) understand the characteristics of a specific audience for the writing task.	W	1.d	Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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W	1.1.c	Use a writing process to develop and refine composition skills. Students are expected to: identify audience and purpose for writing: (I) consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, or share an experience or emotion (II) understand the characteristics of a specific audience for the writing task.	W	2.e	Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W	1.1.d	Use a writing process to develop and refine composition skills. Students are expected to: identify appropriate mode/genre.			
W	1.1.e	Use a writing process to develop and refine composition skills. Students are expected to: develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.			
W	1.1.f	Use a writing process to develop and refine composition skills. Students are expected to: revise drafts.			
W	1.1.g	Use a writing process to develop and refine composition skills. Students are expected to: edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.			
W	1.1.h	Use a writing process to develop and refine composition skills. Students are expected to: refine selected pieces to publish for general and specific audiences.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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W	1.2.a	Use elaboration to develop an idea: draft a text with a clear controlling idea or thesis.	W	5	Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)
W	1.2.b	Use elaboration to develop an idea: develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.			
W	1.2.c	Use elaboration to develop an idea: apply different methods of support, such as facts, reasons, examples, sensory details.	W	3.d	Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W	1.2.d	Use elaboration to develop an idea: apply a consistent and appropriate point of view.			
W	1.3.a	Demonstrate organization, unity, and coherence by using transitions and sequencing: read the draft from the intended audience's point of view to evaluate clarity of purpose.	W	5	Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)
W	1.3.a	Demonstrate organization, unity, and coherence by using transitions and sequencing: read the draft from the intended audience's point of view to evaluate clarity of purpose.	L	3	Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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W	1.3.b	Demonstrate organization, unity, and coherence by using transitions and sequencing: evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.			
W	1.3.c	Demonstrate organization, unity, and coherence by using transitions and sequencing: evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth and coherent.	W	1.c	Text Types and Purposes: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W	1.3.c	Demonstrate organization, unity, and coherence by using transitions and sequencing: evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth and coherent.	W	2.c	Text Types and Purposes: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W	1.3.d	Demonstrate organization, unity, and coherence by using transitions and sequencing: evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.			
W	1.3.e	Demonstrate organization, unity, and coherence by using transitions and sequencing: evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.	W	3.d	Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W	1.3.e	Demonstrate organization, unity, and coherence by using transitions and sequencing: evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.	L	3	Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
W	1.3.f	Demonstrate organization, unity, and coherence by using transitions and sequencing: evaluate whether sentence structures are varied in type, length, and complexity.	L	3	Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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W	1.4.a	Editing, Proofreading, and Evaluating: apply Standard English usage, correct spelling and usage in text. Correct errors in grammatical conventions (e.g., complete sentences, independent and dependent (restrictive/nonrestrictive) clauses, conjunctions for subordination, correlation, and coordination, subject verb agreement, consistent verb tense, pronoun-antecedent relationship, noun and pronoun agreement, use of prepositional phrases, adverbs, and adjectives).	W	5	Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)
W	1.4.b	Editing, Proofreading, and Evaluating: employ specified proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.			
W	1.4.c	Editing, Proofreading, and Evaluating: uses a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited. Check against original source for accuracy.	L	3.a	Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
W	1.4.d	Editing, Proofreading, and Evaluating: demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.	W	8	Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W	1.5	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	L	1.b	Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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W	1.6	Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2	Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500-750 words. Final drafts are formatted appropriately for the mode. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.			
W	2.1.a	Compose fictional, biographical or autobiographical narratives or short stories that: create and develop characters including character motivation, gestures, and feelings.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W	2.1.a	Compose fictional, biographical or autobiographical narratives or short stories that: create and develop characters including character motivation, gestures, and feelings.	W	3.a	Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W	2.1.b	Compose fictional, biographical or autobiographical narratives or short stories that: create and develop a plot utilizing the key elements: exposition, rising action, climax, fall action, resolution, and conclusion.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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W	2.1.b	Compose fictional, biographical or autobiographical narratives or short stories that: create and develop a plot utilizing the key elements: exposition, rising action, climax, fall action, resolution, and conclusion.	W	3.a	Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W	2.1.b	Compose fictional, biographical or autobiographical narratives or short stories that: create and develop a plot utilizing the key elements: exposition, rising action, climax, fall action, resolution, and conclusion.	W	3.c	Text Types and Purposes: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W	2.1.b	Compose fictional, biographical or autobiographical narratives or short stories that: create and develop a plot utilizing the key elements: exposition, rising action, climax, fall action, resolution, and conclusion.	W	3.e	Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W	2.1.c	Compose fictional, biographical or autobiographical narratives or short stories that: create and develop an appropriate point of view.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W	2.1.c	Compose fictional, biographical or autobiographical narratives or short stories that: create and develop an appropriate point of view.	W	3.a	Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W	2.1.d	Compose fictional, biographical or autobiographical narratives or short stories that: create and develop a setting with a narrative that is relevant to the overall meaning of the work.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W	2.1.e	Compose fictional, biographical or autobiographical narratives or short stories that: use a range of narrative devices such as dialogue, suspense, foreshadowing, characterization, and flashback.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W	2.1.e	Compose fictional, biographical or autobiographical narratives or short stories that: use a range of narrative devices such as dialogue, suspense, foreshadowing, characterization, and flashback.	W	3.b	Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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W	2.2.a	Compose expository compositions, including analytical essays and research reports that: integrates evidence in support of a thesis including information on all relevant perspectives.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.2.a	Compose expository compositions, including analytical essays and research reports that: integrates evidence in support of a thesis including information on all relevant perspectives.	W	2.b	Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W	2.2.b	Compose expository compositions, including analytical essays and research reports that: quotes, summarizes, and paraphrases information and ideas from a variety of primary and secondary sources accurately and coherently.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.2.b	Compose expository compositions, including analytical essays and research reports that: quotes, summarizes, and paraphrases information and ideas from a variety of primary and secondary sources accurately and coherently.	W	2.b	Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W	2.2.c	Compose expository compositions, including analytical essays and research reports that: integrates a variety of suitable, valid reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.2.c	Compose expository compositions, including analytical essays and research reports that: integrates a variety of suitable, valid reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.	W	2.a	Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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W	2.2.d	Compose expository compositions, including analytical essays and research reports that: integrates visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.2.d	Compose expository compositions, including analytical essays and research reports that: integrates visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.	W	2.a	Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W	2.2.e	Compose expository compositions, including analytical essays and research reports that: identifies and addresses reader's potential misunderstandings, biases, and expectations.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.2.f	Compose expository compositions, including analytical essays and research reports that: uses technical terms and notations accurately.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.2.f	Compose expository compositions, including analytical essays and research reports that: uses technical terms and notations accurately.	W	2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W	2.3.a	Compose persuasive/argumentative compositions that: include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	W	1	Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W	2.3.a	Compose persuasive/argumentative compositions that: include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	W	1.a	Text Types and Purposes: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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W	2.3.b	Compose persuasive/argumentative compositions that: use exposition, narration, and description to support the main argument.	W	1	Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W	2.3.c	Compose persuasive/argumentative compositions that: clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	W	1	Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W	2.3.c	Compose persuasive/argumentative compositions that: clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	W	1.b	Text Types and Purposes: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W	2.3.d	Compose persuasive/argumentative compositions that: effectively address reader's concerns, counterclaims, biases, and expectations	W	1	Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W	2.3.d	Compose persuasive/argumentative compositions that: effectively address reader's concerns, counterclaims, biases, and expectations	W	1.a	Text Types and Purposes: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W	2.4.a	Create documents related to career development that: use a conventional format to write a formal letter, email, or memorandum.			
W	2.4.b	Create documents related to career development that: present information purposefully and in brief to meet the need of the intended audience.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2.4.c	Create documents related to career development that: use appropriate vocabulary and professional writing etiquette (e.g., formal language, appropriate salutation, and closing, etc.).			

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W	2.5.a	Write reflective papers that may address one of the following purposes: express the individual's insight into conditions or situations, detailing the author's role in the outcome of the event.			
W	2.5.b	Write reflective papers that may address one of the following purposes: connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.			
W	2.5.c	Write reflective papers that may address one of the following purposes: complete a self-evaluation on a class performance.			
W	2.6.a	Write responses to literature that: demonstrate the significant ideas of literary works.	W	9.a	Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
W	2.6.a	Write responses to literature that: demonstrate the significant ideas of literary works.	W	9.b	Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
W	2.6.b	Write responses to literature that: support important ideas and viewpoints through accurate and detailed reference to the text or to other works.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	2.6.b	Write responses to literature that: support important ideas and viewpoints through accurate and detailed reference to the text or to other works.	W	9.a	Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

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W	2.6.b	Write responses to literature that: support important ideas and viewpoints through accurate and detailed reference to the text or to other works.	W	9.b	Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
W	2.6.c	Write responses to literature that: demonstrate awareness of author's style and an appreciation of the effects created.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	2.6.c	Write responses to literature that: demonstrate awareness of author's style and an appreciation of the effects created.	W	9.a	Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
W	2.6.c	Write responses to literature that: demonstrate awareness of author's style and an appreciation of the effects created.	W	9.b	Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
W	2.6.d	Write responses to literature that: identify and assess the impact of ambiguities, nuances, and complexities within the text.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	2.6.d	Write responses to literature that: identify and assess the impact of ambiguities, nuances, and complexities within the text.	W	9.a	Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

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W	2.6.d	Write responses to literature that: identify and assess the impact of ambiguities, nuances, and complexities within the text.	W	9.b	Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
W	2.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.8	Write friendly, formal letters, emails, memos, proposals for change, and continue to produce other writing forms introduced in earlier grades.			
W	2.9.a	Use appropriate essay test-taking and time-writing strategies that: budget time for prewriting, drafting, revising, and editing.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.9.b	Use appropriate essay test-taking and time-writing strategies that: prioritize the question/prompt.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.9.c	Use appropriate essay test-taking and time-writing strategies that: identify the common directives from the prompt (identify command verbs: explain, compare, evaluate, define, and develop, etc.).	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.9.d	Use appropriate essay test-taking and time-writing strategies that: analyze the question or prompt and determine the appropriate mode of writing.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.9.e	Use appropriate essay test-taking and time-writing strategies that: apply appropriate organizational methods to thoroughly address the prompt.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.9.f	Use appropriate essay test-taking and time-writing strategies that: evaluate work using editing checklist or rubric if available.			

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	2.10	Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.	W	7	Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W	2.10	Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.	W	8	Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W	2.10	Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.	L	3.a	Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
W	3	Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing. Participate independently and in groups to create oral presentations.	SL	1.b	Comprehension and Collaboration: 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.
W	3	Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing. Participate independently and in groups to create oral presentations.	SL	1.d	Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
W	3.1.a	Standard English usage. Demonstrate correct use of Standard English in speaking and writing: Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.2.b	Mechanics and spelling. Demonstrate appropriate language mechanics in writing: Use correct formation of plurals.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.c	Mechanics and spelling. Demonstrate appropriate language mechanics in writing: Demonstrate correct use of punctuation and recognize its effect on sentence structure including: (I) commas (II) quotation marks (III) apostrophes, colons, and semicolons (IV) hyphens, dashes, parentheses, and brackets	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.c	Mechanics and spelling. Demonstrate appropriate language mechanics in writing: Demonstrate correct use of punctuation and recognize its effect on sentence structure including: (I) commas (II) quotation marks (III) apostrophes, colons, and semicolons (IV) hyphens, dashes, parentheses, and brackets	L	2.a	Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
W	3.2.c	Mechanics and spelling. Demonstrate appropriate language mechanics in writing: Demonstrate correct use of punctuation and recognize its effect on sentence structure including: (I) commas (II) quotation marks (III) apostrophes, colons, and semicolons (IV) hyphens, dashes, parentheses, and brackets	L	2.b	Conventions of Standard English: Use a colon to introduce a list or quotation.
W	3.2.d	Mechanics and spelling. Demonstrate appropriate language mechanics in writing: Apply capitalization rules appropriately in writing.			

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Strand	Standard #	Strand	Standard #	Standard	
W	3.2.e	Mechanics and spelling. Demonstrate appropriate language mechanics in writing: Use correct spelling including: (I) commonly misspelled words and homonyms (II) spell consonant changes correctly (III) spell correctly Greek and Latin derivatives (words that come from a base or common root word by applying correct spelling of bases and affixes (prefixes and suffixes).	L	2.c	Conventions of Standard English: Spell correctly.
W	3.3.a	Sentence structure. Demonstrate appropriate sentence structure in writing: Identify and use parallel structure.	L	1.a	Conventions of Standard English: Use parallel structure.*
W	3.3.b	Sentence structure. Demonstrate appropriate sentence structure in writing: Correct dangling and misplaced modifiers.			
W	3.3.c	Sentence structure. Demonstrate appropriate sentence structure in writing: Correct run-on sentences.			
W	3.3.d	Sentence structure. Demonstrate appropriate sentence structure in writing: Correct fragments.			
W	3.3.e	Sentence structure. Demonstrate appropriate sentence structure in writing: Correct comma splices.			
W	3.3.f	Sentence structure. Demonstrate appropriate sentence structure in writing: Differentiate between dependent/independent and restrictive/nonrestrictive (essential/nonessential) clauses.	L	1.b	Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
W	3.3.g	Sentence structure. Demonstrate appropriate sentence structure in writing: Write effective simple, compound, complex, and compound-complex sentences.	L	1.b	Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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Strand	Standard #	Standard	Strand	Standard #
			W	6
OLLS	Main	Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking. Participate independently and in groups to create oral presentations. Formulate thoughtful judgment about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narrations, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.		
OLLS	1	Standard 1: Listening - The student will listen for information and for pleasure.	SL	1
OLLS	1.1	Focus attention on the speaker's message.	SL	1.b
OLLS	1.1	Focus attention on the speaker's message.	SL	1.c

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	1.2	Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.	SL	1.b	Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
OLLS	1.2	Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.	SL	1.c	Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OLLS	1.3	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	SL	1.b	Comprehension and Collaboration: 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.
OLLS	1.3	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	SL	1.c	Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OLLS	1.3	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	SL	1.d	Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
OLLS	1.4	Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.	SL	1.b	Comprehension and Collaboration: 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.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	1.4	Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.	SL	1.c	Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OLLS	1.4	Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.	SL	3	Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
OLLS	1.5	Use feedback to evaluate own effectiveness and set goals for future presentations.	SL	1.b	Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
OLLS	2	Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	SL	1	Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OLLS	2.1	Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	SL	1.c	Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OLLS	2.1	Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	SL	4	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.1	Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	SL	6	Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)
OLLS	2.2	Prepare, organize, and present a variety of informative messages effectively.	SL	1.a	Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OLLS	2.2	Prepare, organize, and present a variety of informative messages effectively.	SL	1.b	Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
OLLS	2.2	Prepare, organize, and present a variety of informative messages effectively.	SL	1.c	Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OLLS	2.2	Prepare, organize, and present a variety of informative messages effectively.	SL	4	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
OLLS	2.3	Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	SL	4	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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Strand	Standard #	Strand	Standard #		
				Standard	
V	Main	Visual Literacy: The student will interpret, evaluate, and compose visual messages.			
V	1	Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.	RL	7	Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
V	1.1	Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).	SL	2	Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
V	1.2	Indicate how symbols, images, sounds, and other conventions are used in visual medial (e.g., time lapse in films; set elements that identify a particular period or culture).			
V	2	Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.	RL	7	Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
V	2	Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.	RI	7	Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
V	2.1	Select people with special interests and expectations who are the target audience for particular messages or products in visual media.			

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Strand	Standard #	Strand	Standard #
V	2.2		
V	3		
V	3		
V	3.1		
V	3.2		