



Houghton Mifflin Harcourt.



Courses A, B, and C

correlated to the

**Common Core State Standards
Grades 4-12**

2016

English 3D is an English language development program designed to ensure proficiency in the "language of school" — the academic vocabulary, speaking, listening, and writing vital to success in school and life.

English 3D ensures students are on a path toward college and career readiness by:

- Teaching high-leverage, portable academic language, including vocabulary, syntax, and grammar.
- Improving speaking and listening skills through daily opportunities for accountable class discussions, peer collaboration, and group presentations.
- Developing academic writing skills to successfully write summaries, opinions/arguments, informative texts, narratives, and research papers.
- Engaging students with rigorous, increasingly complex informational and literary texts that present real-world issues relevant to students' lives.
- Making regular connections between coursework and the demands of secondary school, college and the workplace.
- Preparing students for the rigorous reading, writing, language, and speaking and listening expectations of the Common Core State Standards.

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	<i>English 3D Course A</i>
Grade 4	
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Discuss, Record, and/or Summarize Key Ideas and Details: V1: 16, 32, 35, 37, 58-59, 80, 102, 108, 125, 127, 128, 130-131; V2: 16, 32, 35, 37, 58-59, 80, 102, 108, 125-127, 128, 130, 131 Analyzing and Discussing Text: V1: 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G; V2: 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G
CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	V1: 130-131 V2: 58, 125, 127, 12, 131
CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	V2: 59, 124, 126
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Prefixes: V1: 162-163; V2: 162-163 Suffixes: V1: 162-163; V2: 162-163 Words to Know: V1: 25, 47, 67, 95, 117, 119, T74-T75; V2: 25, 47, 67, 95, 117, 119, T74-T75 Words to Go: V1: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89; V2: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89 Word Analysis: SE: V1: 72-73; V2: 72-73 Figurative Language: V1: 129 Homophones: V1: 112; V2: 112 The student text, ISSUES, contains an Academic Glossary containing information about key words in the text. ISSUES, Course A, Volume 1: SE: 80-91 ISSUES, Course A, Volume 2: SE: 80-91
CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	V2: 129, 131
CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	The following supports this objective: V2: 131
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the	V2: 131

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Grade 4	
text.	
CCSS.ELA-Literacy.RL.4.8 (Not applicable to literature)	
CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	V2: 128-129, 130-131
<i>Range and Level of Text Complexity</i>	
CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Genres represented in English 3D, Course A include: news articles, magazine articles, short stories, editorials, plays, and poems, and provide opportunities to meet this objective. Selected Examples Include: V1: SE: 24-25, 47-52, 53-61 V2: SE: 27-31, 52-59, 60-63 Independent Reading V1: T166-T176 V2: T166-T176
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Discuss, Record, and/or Summarize Key Ideas and Details: V1: 16, 32, 35, 37, 80, 102, 108, 125, 127, 128; V2: 16, 32, 35, 37, 80, 102, 108, 125-127, 130 Making Inferences: V1: 43; V2: 43
CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Discuss, Record, and/or Summarize Key Ideas and Details: V1: 16, 32, 35, 37, 80, 102, 108, 125, 127, 128; V2: 16, 32, 35, 37, 80, 102, 108, 125-127, 130
CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Discuss, Record, and/or Summarize Key Ideas and Details: V1: 16, 32, 35, 37, 80, 102, 108, 125, 127, 128; V2: 16, 32, 35, 37, 80, 102, 108, 125-127, 130
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Academic English, Academic Language Instruction, Academic Speech: V1: T10-T14, T24-T25, T133; V2: T10-T14, T133 Academic Vocabulary: V1: 34, 54, 56, 76, 105, 106, 126; V2: 34, 54, 56, 76, 105, 106, 126 Applying Academic Vocabulary in Writing: V1: 19, 20, 61, 62, 84, 85, 112, 133, 134; V2: 14, 15, 36, 54, 56, 76, 78, 104, 106, 126 High-Utility Academic Words: V1: 14, 15, 33, 34, 36, 54, 55, 56, 75, 76, 77, 78, 79, 103, 105, 107; V2: 14, 15, 33, 34, 36, 54, 55, 56, 75, 76, 77, 78, 79, 103, 105, 107 Build Word Knowledge: V1: 9, 14, 15, 25, 34, 36, 47, 54, 56, 67, 76, 78, 95, 104, 106, 117, 119, 124, 126, T88; V2: 9, 14, 15, 25, 34, 36, 47, 54, 56, 67, 76, 78, 95, 104, 106, 117, 119, 124, 126, T88 Domain-Specific Vocabulary: V1: 9, 25, 47, 67, 95, 117, 119; V2: 9, 25, 47, 67, 95, 117, 119 Precise Words: V1: 33, 55, 75, 77, 79, 103, 105, 107, 111; V2: 33, 55, 75, 77, 79, 103, 105, 107

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	<i>English 3D Course A</i>
Grade 4	
	<p>Words to Go: V1: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89; V2: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89</p> <p>Words to Know: V1: 25, 47, 67, 95, 117, 119, T74-T75; V2: 25, 47, 67, 95, 117, 119, T74-T75</p>
CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	The following provides opportunities to meet this objective: V2: 128-129, 130-131
CCSS.ELA-Literacy.RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Students are presented texts on similar topics with each workshop. They begin each workshop with a fact file and debate about the issue. In some workshops, they write arguments or justifications in which they take a side of an issue and advocate for it. When they write these papers or when they use the ideas presented to present and justify their ideas, they must compare and evaluate information presented.
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	The following supports this objective: Graphic Organizers: V1: 8, 12, 18, 28, 32, 37, 40, 78, 110 V2: 8, 12, 18, 28, 32, 37, 40, 78, 110 SE: V1: 7, 14, 21, 27, 30, 37, 39, 42, 44 V2: 8, 14, 16, 24, 37, 46
CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	The following provides opportunities to meet this objective: Constructed Response/Responding with Evidence: V1: 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81, 103, 105, 109, 125, 127, 129, 131; V2: 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81, 103, 105, 107, 109, 125, 127, 129, 131 Analyzing and Discussing Text: V1: 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G; V2: 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G
CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	V2: 128-129, 130-131
<i>Range of Reading and Level of Text Complexity</i>	
CCSS.ELA-Literacy.RI.4.10 By the end of the year, read and comprehend informational, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Students read a variety of texts throughout <i>English 3D, Course A</i> . Each ISSUE focuses on one topic and includes a nonfiction article(s) and a cross-curricular text (technology, social studies, health, fine arts, science, economics).
Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding	Phonology and Phonics: V1: T184-T187; V2: T184-T187 Prefixes: V1: 162-163; V2: 162-163 Suffixes: V1: 162-163; V2: 162-163

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Common Core State Standards for English Language Arts	English 3D Course A
Grade 4	
<p>words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>The student text, ISSUES, contains an Academic Glossary containing information about key words in the text. ISSUES, Course A, Volume 1: SE: 80-91 ISSUES, Course A, Volume 2: SE: 80-91</p>
<i>Fluency</i>	
<p>CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Building Fluency: V1: 16, 24, 35, 37, 55, 57, 74, 77, 79, 102, 105, 107, 125, 127, 128, 130, T72-T73; V2: 16, 24, 35, 37, 55, 57, 74, 77, 79, 102, 105, 107, 125, 127, 128, T72-T73</p>
Writing Standards	
<i>Text Types and Purposes</i>	
<p>CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Opinion Essay: V1: 66F, 66J, 82-91, T22; V2: 66F, 66J, 82-91, T22 Opinion Paragraph: V1: 38-43, T22; V2: 38-43, T22</p>
<p>CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of</p>	<p>Informative Texts: V1: 94D, 110-115, T22; V2: 94D, 110-115, T22 Formal Summary: V1: 8D, 18-23, T22; V2: 8D, 18-23, T22</p>

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<p>information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	
<p>CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Narrative Texts: V1: 116D, 132-137, T22; V2: 116D, 132-137, T2</p>
<i>Production and Distribution of Writing</i>	
<p>CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Collaborating and Writing: V1: 31, 53, 73, 101, 123; V2: 31, 53, 73, 101, 123</p> <p>Formal Summary: V1: 8D, 18-23, T22; V2: 8D, 18-23, T22</p> <p>Informative Texts: V1: 94D, 110-115, T22; V2: 94D, 110-115, T22</p> <p>Narrative Texts: V1: 116D, 132-137, T22; V2: 116D, 132-137, T22</p> <p>Opinion Essay: V1: 66F, 66J, 82-91, T22; V2: 66F, 66J, 82-91, T22</p> <p>Opinion Paragraph: V1: 38-43, T22; V2: 38-43, T22</p> <p>Ten-Minute Paper: V1: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83; V2: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83</p>
<p>CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>	<p>Planning: V1: T94-T95; V2: T94-T95</p> <p>Drafting: V1: 22, 42, 64, 88, 92, 114, 136, T96-T97, T130; V2: 22, 42, 64, 88, 92, 114, 136, T96-T97</p> <p>Editing: V1: 23, 43, 65, 90, 115, 137; V2: 23, 43, 65, 90, 115, 137</p> <p>Revising: V1: 22, 23, 42, 43, 64, 65, 114, 115, 136, 137, T45; V2: 22, 23, 42, 43, 64, 65, 114, 115, 136, 137, T45</p>
<p>CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate</p>	<p>Presentation Skills: V1: 45, 93, 139; V2: 45, 93, 139</p>

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Grade 4	
sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
<i>Research to Build and Present Knowledge</i>	
CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	
<i>Range of Writing</i>	
CCSS.ELA-Literacy.W.4.1. 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 discipline-specific tasks, purposes, and audiences.	<p>Collaborating and Writing: V1: 31, 53, 73, 101, 123; V2: 31, 53, 73, 101, 123</p> <p>Formal Summary: V1: 8D, 18-23, T22; V2: 8D, 18-23, T22</p> <p>Informative Texts: V1: 94D, 110-115, T22; V2: 94D, 110-115, T22</p> <p>Narrative Texts: V1: 116D, 132-137, T22; V2: 116D, 132-137, T22</p> <p>Opinion Essay: V1: 66F, 66J, 82-91, T22; V2: 66F, 66J, 82-91, T22</p> <p>Opinion Paragraph: V1: 38-43, T22; V2: 38-43, T22</p> <p>Ten-Minute Paper: V1: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83; V2: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83</p>
Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore	<p>Selected examples include:</p> <p>Academic Discussion: V1: 12, 28, 50, 70, 98, 120, T80-T81; V2: 12, 28, 50, 70, 98, 120, T80-T81</p> <p>Facilitating Discussion: V2: 9, 10, 25, 26, 48, 67, 68, 80, 95, 96, 117, 118, 119</p> <p>Exchanging Ideas: V1: 8, 11, 13, 24, 27, 29, 46, 49, 51, 66, 69, 71, 94, 97, 99, 116, 121, T28-T29, T30-T31; V2: 8, 11, 13, 24, 27, 29, 46, 49, 51, 66, 69, 71, 94, 97, 99, 116, 121, T28-T29, T30-T31</p> <p>Exchanging Information: V1: 11, 12, 27, 28, 49, 50, 97, 98, 120; V2: 11, 12, 27, 28, 49, 50, 97, 98, 120</p>

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Grade 4	
ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	The following support this objective: Discuss, Record, and/or Summarize Key Ideas and Details: V1: 16, 32, 35, 37, 80, 102, 108, 125, 127, 128; V2: 16, 32, 35, 37, 80, 102, 108, 125-127, 130 Interpreting Media: V1: 81, 109, 129; V2: T90-T91 Interpreting Text: V1: 32, 33, 35, 57, 58, 102, 103, 107, 125, 127, 130; V2: 63, 65, 71, 89, 93, 117, 19, 121, 129, 143
CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	Speeches: V1: 44-45, 92-93, 138, T46-T47, T61, T132; V2: 44-45, 92-93, 138, T46-T47, T61, T132
<i>Presentation of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Speeches: V1: 44-45, 92-93, 138, T46-T47, T61, T132; V2: 44-45, 92-93, 138, T46-T47, T61, T132
CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Presentation Skills: V1: 45, 93, 139; V2: 45, 93, 139
CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	The following provide opportunities to meet this objective: Speeches: V1: 44-45, 92-93, 138, T46-T47, T61, T132; V2: 44-45, 92-93, 138, T46-T47, T61, T132
Language Standards	
<i>Conventions of Standard English</i>	
CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Conventions: V1: 4-6, 19, 40, 62; V2: 20, 40, 62, 84, 112, 134, T42, T188-191 Pronouns: V1: T189-T190; V2: T189-T190 Verbs: V1: 20, 39, 40, 134; V2: 20, 39, 40, 134, T188 Sentences: V1: 62, T191; V2: 62, T191

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Grade 4	
<p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	
<p>CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Grammar and Conventions: V1: 4-6, 19, 40, 62; V2: 20, 40, 62, 84, 112, 134, T42, T188-191</p>
<i>Knowledge of Language</i>	
<p>CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>The following supports this objective:</p> <p>Collaborating and Writing: V1: 31, 53, 73, 101, 123; V2: 31, 53, 73, 101, 123</p> <p>Formal Summary: V1: 8D, 18-23, T22; V2: 8D, 18-23, T22</p> <p>Informative Texts: V1: 94D, 110-115, T22; V2: 94D, 110-115, T22</p> <p>Narrative Texts: V1: 116D, 132-137, T22; V2: 116D, 132-137, T22</p> <p>Opinion Essay: V1: 66F, 66J, 82-91, T22; V2: 66F, 66J, 82-91, T22</p> <p>Opinion Paragraph: V1: 38-43, T22; V2: 38-43, T22</p> <p>Ten-Minute Paper: V1: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83; V2: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83</p> <p>Drafting: V1: 22, 42, 64, 88, 92, 114, 136, T96-T97, T130; V2: 22, 42, 64, 88, 92, 114, 136, T96-T97</p> <p>Speeches: V1: 44-45, 92-93, 138, T46-T47, T61, T132; V2: 44-45, 92-93, 138, T46-T47, T61, T132</p>
<i>Vocabulary Acquisition and Use</i>	
<p>CCSS.ELA-Literacy.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p>Prefixes: V1: 162-163; V2: 162-163</p> <p>Suffixes: V1: 162-163; V2: 162-163</p> <p>Words to Know: V1: 25, 47, 67, 95, 117, 119, T74-T75; V2: 25, 47, 67,</p>

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	English 3D Course A
<p>Grade 4</p> <p>phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>95, 117, 119, T74-T75</p> <p>Words to Go: V1: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89; V2: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89</p> <p>Word Analysis: SE: V1: 72-73; V2: 72-73</p> <p>The student text, ISSUES, contains an Academic Glossary containing information about key words in the text.</p> <p>ISSUES, Course A, Volume 1: SE: 80-91</p> <p>ISSUES, Course A, Volume 2: SE: 80-91</p>
<p>CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Figurative Language: V1: 129</p>
<p>CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>Academic Vocabulary: V1: 34, 54, 56, 76, 105, 106, 126; V2: 34, 54, 56, 76, 105, 106, 126</p> <p>Applying Academic Vocabulary in Writing: V1: 19, 20, 61, 62, 84, 85, 112, 133, 134; V2: 14, 15, 36, 54, 56, 76, 78, 104, 106, 126</p> <p>High-Utility Academic Words: V1: 14, 15, 33, 34, 36, 54, 55, 56, 75, 76, 77, 78, 79, 103, 105, 107; V2: 14, 15, 33, 34, 36, 54, 55, 56, 75, 76, 77, 78, 79, 103, 105, 107</p> <p>Build Word Knowledge: V1: 9, 14, 15, 25, 34, 36, 47, 54, 56, 67, 76, 78, 95, 104, 106, 117, 119, 124, 126, T88; V2: 9, 14, 15, 25, 34, 36, 47, 54, 56, 67, 76, 78, 95, 104, 106, 117, 119, 124, 126, T88</p> <p>Domain-Specific Vocabulary: V1: 9, 25, 47, 67, 95, 117, 119; V2: 9, 25, 47, 67, 95, 117, 119</p> <p>Precise Words: V1: 33, 55, 75, 77, 79, 103, 105, 107, 111; V2: 33, 55, 75, 77, 79, 103, 105, 107</p> <p>Words to Go: V1: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89; V2: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89</p> <p>Words to Know: V1: 25, 47, 67, 95, 117, 119, T74-T75; V2: 25, 47, 67, 95, 117, 119, T74-T75</p>

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	<i>English 3D Course A</i>
Grade 5	
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Discuss, Record, and/or Summarize Key Ideas and Details: V1: 16, 32, 35, 37, 58-59, 80, 102, 108, 125, 127, 128, 130-131; V2: 16, 32, 35, 37, 58-59, 80, 102, 108, 125-127, 128, 130, 131 Analyzing and Discussing Text: V1: 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G; V2: 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G
CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	V1: 130-131 V2: 58, 125, 127, 12, 131
CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Prefixes: V1: 162-163; V2: 162-163 Suffixes: V1: 162-163; V2: 162-163 Words to Know: V1: 25, 47, 67, 95, 117, 119, T74-T75; V2: 25, 47, 67, 95, 117, 119, T74-T75 Words to Go: V1: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89; V2: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89 Word Analysis: SE: V1: 72-73; V2: 72-73 Figurative Language: V1: 129 Homophones: V1: 112; V2: 112 The student text, ISSUES, contains an Academic Glossary containing information about key words in the text. ISSUES, Course A, Volume 1: SE: 80-91 ISSUES, Course A, Volume 2: SE: 80-91
CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	The following provides opportunities to meet this objective: V2: 129, 131
CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Interpreting Media: V1: 81, 109, 129; V2: T90-T91 Interpreting Text: V1: 32, 33, 35, 57, 58, 102, 103, 107, 125, 127, 130; V2: 63, 65, 71, 89, 93, 117, 19, 121, 129, 143

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	<i>English 3D Course A</i>
Grade 5	
CCSS.ELA-Literacy.RL.5.8 (Not applicable to literature)	
CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	V2: 128-129, 130-131
<i>Range of Reading and Level of Text Complexity</i>	
CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Genres represented in English 3D, Course A include: news articles, magazine articles, short stories, editorials, plays, and poems, and provide opportunities to meet this objective. Selected Examples Include: V1: SE: 24-25, 47-52, 53-61 V2: SE: 27-31, 52-59, 60-63 Independent Reading V1: T166-T176 V2: T166-T176
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Discuss, Record, and/or Summarize Key Ideas and Details: V1: 16, 32, 35, 37, 80, 102, 108, 125, 127, 128; V2: 16, 32, 35, 37, 80, 102, 108, 125-127, 130 Making Inferences: V1: 43; V2: 43
CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas and how they are supported by key details; summarize the text.	Discuss, Record, and/or Summarize Key Ideas and Details: V1: 16, 32, 35, 37, 80, 102, 108, 125, 127, 128; V2: 16, 32, 35, 37, 80, 102, 108, 125-127, 130
CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	V1: 80-81, 108-109 V2: 80-81, 108-109
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Academic English, Academic Language Instruction, Academic Speech: V1: T10-T14, T24-T25, T133; V2: T10-T14, T133 Academic Vocabulary: V1: 34, 54, 56, 76, 105, 106, 126; V2: 34, 54, 56, 76, 105, 106, 126 Applying Academic Vocabulary in Writing: V1: 19, 20, 61, 62, 84, 85, 112, 133, 134; V2: 14, 15, 36, 54, 56, 76, 78, 104, 106, 126 High-Utility Academic Words: V1: 14, 15, 33, 34, 36, 54, 55, 56, 75, 76, 77, 78, 79, 103, 105, 107; V2: 14, 15, 33, 34, 36, 54, 55, 56, 75, 76, 77, 78, 79, 103, 105, 107 Build Word Knowledge: V1: 9, 14, 15, 25, 34, 36, 47, 54, 56, 67, 76, 78, 95, 104, 106, 117, 119, 124, 126, T88; V2: 9, 14, 15, 25, 34, 36, 47, 54, 56, 67, 76, 78, 95, 104, 106, 117, 119, 124, 126, T88 Domain-Specific Vocabulary: V1: 9, 25, 47, 67, 95, 117, 119; V2: 9, 25, 47, 67, 95, 117, 119 Precise Words: V1: 33, 55, 75, 77, 79, 103, 105, 107, 111; V2: 33, 55, 75, 77, 79, 103, 105, 107 Words to Go: V1: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89; V2: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	<i>English 3D Course A</i>
Grade 5	
	Words to Know: V1: 25, 47, 67, 95, 117, 119, T74-T75; V2: 25, 47, 67, 95, 117, 119, T74-T75
CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Students are presented texts on similar topics with each workshop. They begin each workshop with a fact file and debate about the issue. In some workshops, they write arguments or justifications in which they take a side of an issue and advocate for it. When they write these papers or when they use the ideas presented to present and justify their ideas, they must compare and evaluate information presented.
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	The following supports this objective: Graphic Organizers: V1: 8, 12, 18, 28, 32, 37, 40, 78, 110 V2: 8, 12, 18, 28, 32, 37, 40, 78, 110 SE: V1: 7, 14, 21, 27, 30, 37, 39, 42, 44 V2: 8, 14, 16, 24, 37, 46
CCSS.ELA-Literacy.RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	The following provides opportunities to meet this objective: Constructed Response/Responding with Evidence: V1: 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81, 103, 105, 109, 125, 127, 129, 131; V2: 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81, 103, 105, 107, 109, 125, 127, 129, 131 Analyzing and Discussing Text: V1: 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G; V2: 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G
CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	V2: 128-129, 130-131
<i>Range of Reading and Level of Text Complexity</i>	
CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Students read a variety of texts throughout <i>English 3D, Course A</i> . Each ISSUE focuses on one topic and includes a nonfiction article(s) and a cross-curricular text (technology, social studies, health, fine arts, science, economics).
Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences,	Phonology and Phonics: V1: T184-T187; V2: T184-T187 Prefixes: V1: 162-163; V2: 162-163 Suffixes: V1: 162-163; V2: 162-163 The student text, ISSUES, contains an Academic Glossary containing information about key words in the text.

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	English 3D Course A
Grade 5	
syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	ISSUES, Course A, Volume 1: SE: 80-91 ISSUES, Course A, Volume 2: SE: 80-91
<i>Fluency</i>	
CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Building Fluency: V1: 16, 24, 35, 37, 55, 57, 74, 77, 79, 102, 105, 107, 125, 127, 128, 130, T72-T73; V2: 16, 24, 35, 37, 55, 57, 74, 77, 79, 102, 105, 107, 125, 127, 128, T72-T73
Writing Standards	
<i>Text Types and Purposes</i>	
CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	Opinion Essay: V1: 66F, 66J, 82-91, T22; V2: 66F, 66J, 82-91, T22 Opinion Paragraph: V1: 38-43, T22; V2: 38-43, T22
CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses	Informative Texts: V1: 94D, 110-115, T22; V2: 94D, 110-115, T22 Formal Summary: V1: 8D, 18-23, T22; V2: 8D, 18-23, T22

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Common Core State Standards for English Language Arts	English 3D Course A
Grade 5	
<p>(e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	
<p>CCSS.ELA-Literacy.W.5.3 Write narratives in which they:</p> <p>a. Engage and orient the reader by establishing a situation, introduce a narrator and/or characters, and create an organization that sequences events naturally and logically.</p> <p>b. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters' external behaviors and internal responses.</p> <p>c. Use a variety of temporal words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use well-chosen words and phrases to convey events and experiences precisely.</p> <p>e. Provide a satisfying conclusion that follows from the narrative's events.</p>	<p>Narrative Texts: V1: 116D, 132-137, T22; V2: 116D, 132-137, T2</p>
<i>Production and Distribution of Writing</i>	
<p>CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Collaborating and Writing: V1: 31, 53, 73, 101, 123; V2: 31, 53, 73, 101, 123</p> <p>Formal Summary: V1: 8D, 18-23, T22; V2: 8D, 18-23, T22</p> <p>Informative Texts: V1: 94D, 110-115, T22; V2: 94D, 110-115, T22</p> <p>Narrative Texts: V1: 116D, 132-137, T22; V2: 116D, 132-137, T22</p> <p>Opinion Essay: V1: 66F, 66J, 82-91, T22; V2: 66F, 66J, 82-91, T22</p> <p>Opinion Paragraph: V1: 38-43, T22; V2: 38-43, T22</p> <p>Ten-Minute Paper: V1: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83; V2: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83</p>
<p>CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p>	<p>Planning: V1: T94-T95; V2: T94-T95</p> <p>Drafting: V1: 22, 42, 64, 88, 92, 114, 136, T96-T97, T130; V2: 22, 42, 64, 88, 92, 114, 136, T96-T97</p> <p>Editing: V1: 23, 43, 65, 90, 115, 137; V2: 23, 43, 65, 90, 115, 137</p> <p>Revising: V1: 22, 23, 42, 43, 64, 65, 114, 115, 136, 137, T45; V2: 22, 23, 42, 43, 64, 65, 114, 115, 136, 137, T45</p>
<p>CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding</p>	<p>Presentation Skills: V1: 45, 93, 139; V2: 45, 93, 139</p>

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Common Core State Standards for English Language Arts	English 3D Course A
Grade 5	
skills to type a minimum of two pages in a single sitting.	
<i>Research to Build and Present Knowledge</i>	
CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	
<i>Range of Writing</i>	
CCSS.ELA-Literacy.W.5.10 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 discipline-specific tasks, purposes, and audiences.	<p>Collaborating and Writing: V1: 31, 53, 73, 101, 123; V2: 31, 53, 73, 101, 123</p> <p>Formal Summary: V1: 8D, 18-23, T22; V2: 8D, 18-23, T22</p> <p>Informative Texts: V1: 94D, 110-115, T22; V2: 94D, 110-115, T22</p> <p>Narrative Texts: V1: 116D, 132-137, T22; V2: 116D, 132-137, T22</p> <p>Opinion Essay: V1: 66F, 66J, 82-91, T22; V2: 66F, 66J, 82-91, T22</p> <p>Opinion Paragraph: V1: 38-43, T22; V2: 38-43, T22</p> <p>Ten-Minute Paper: V1: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83; V2: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83</p>
Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required	<p>Selected examples include:</p> <p>Academic Discussion: V1: 12, 28, 50, 70, 98, 120, T80-T81; V2: 12, 28, 50, 70, 98, 120, T80-T81</p> <p>Facilitating Discussion: V2: 9, 10, 25, 26, 48, 67, 68, 80, 95, 96, 117, 118, 119</p> <p>Exchanging Ideas: V1: 8, 11, 13, 24, 27, 29, 46, 49, 51, 66, 69, 71, 94, 97, 99, 116, 121, T28-T29, T30-T31; V2: 8, 11, 13, 24, 27, 29, 46, 49, 51, 66, 69, 71, 94, 97, 99, 116, 121, T28-T29, T30-T31</p> <p>Exchanging Information: V1: 11, 12, 27, 28, 49, 50, 97, 98, 120; V2:</p>

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Common Core State Standards for English Language Arts	English 3D Course A
Grade 5	
material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	11, 12, 27, 28, 49, 50, 97, 98, 120
CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Discuss, Record, and/or Summarize Key Ideas and Details: V1: 16, 32, 35, 37, 80, 102, 108, 125, 127, 128; V2: 16, 32, 35, 37, 80, 102, 108, 125-127, 130 Interpreting Media: V1: 81, 109, 129; V2: T90-T91 Interpreting Text: V1: 32, 33, 35, 57, 58, 102, 103, 107, 125, 127, 130; V2: 63, 65, 71, 89, 93, 117, 19, 121, 129, 143
CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	The following provide opportunities to meet this objective: Speeches: V1: 44-45, 92-93, 138, T46-T47, T61, T132; V2: 44-45, 92-93, 138, T46-T47, T61, T132
<i>Presentation of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Speeches: V1: 44-45, 92-93, 138, T46-T47, T61, T132; V2: 44-45, 92-93, 138, T46-T47, T61, T132
CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Presentation Skills: V1: 45, 93, 139; V2: 45, 93, 139
CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	The following provide opportunities to meet this objective: Speeches: V1: 44-45, 92-93, 138, T46-T47, T61, T132; V2: 44-45, 92-93, 138, T46-T47, T61, T132
Language Standards	
<i>Conventions of Standard English</i>	
CCSS.ELA-Literacy.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of	Grammar and Conventions: V1: 4-6, 19, 40, 62; V2: 20, 40, 62, 84, 112, 134, T42, T188-191 Pronouns: V1: T189-T190; V2: T189-T190 Verbs: V1: 20, 39, 40, 134; V2: 20, 39, 40, 134, T188 Sentences: V1: 62, T191; V2: 62, T191

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	English 3D Course A
Grade 5	
<p>conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	
<p>CCSS.ELA-Literacy.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Grammar and Conventions: V1: 4-6, 19, 40, 62; V2: 20, 40, 62, 84, 112, 134, T42, T188-191</p>
<i>Knowledge of Language</i>	
<p>CCSS.ELA-Literacy.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>The following supports this objective:</p> <p>Collaborating and Writing: V1: 31, 53, 73, 101, 123; V2: 31, 53, 73, 101, 123</p> <p>Formal Summary: V1: 8D, 18-23, T22; V2: 8D, 18-23, T22</p> <p>Informative Texts: V1: 94D, 110-115, T22; V2: 94D, 110-115, T22</p> <p>Narrative Texts: V1: 116D, 132-137, T22; V2: 116D, 132-137, T22</p> <p>Opinion Essay: V1: 66F, 66J, 82-91, T22; V2: 66F, 66J, 82-91, T22</p> <p>Opinion Paragraph: V1: 38-43, T22; V2: 38-43, T22</p> <p>Ten-Minute Paper: V1: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83; V2: 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83</p> <p>Drafting: V1: 22, 42, 64, 88, 92, 114, 136, T96-T97, T130; V2: 22, 42, 64, 88, 92, 114, 136, T96-T97</p> <p>Speeches: V1: 44-45, 92-93, 138, T46-T47, T61, T132; V2: 44-45, 92-93, 138, T46-T47, T61, T132</p>
<i>Vocabulary Acquisition and Use</i>	
<p>CCSS.ELA-Literacy.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>Prefixes: V1: 162-163; V2: 162-163</p> <p>Suffixes: V1: 162-163; V2: 162-163</p> <p>Words to Know: V1: 25, 47, 67, 95, 117, 119, T74-T75; V2: 25, 47, 67, 95, 117, 119, T74-T75</p> <p>Words to Go: V1: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89; V2: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89</p>

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	English 3D Course A
Grade 5	
<p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Word Analysis: SE: V1: 72-73; V2: 72-73</p> <p>The student text, ISSUES, contains an Academic Glossary containing information about key words in the text. ISSUES, Course A, Volume 1: SE: 80-91 ISSUES, Course A, Volume 2: SE: 80-91</p>
<p>CCSS.ELA-Literacy.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Figurative Language: V1: 129</p>
<p>CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>Academic Vocabulary: V1: 34, 54, 56, 76, 105, 106, 126; V2: 34, 54, 56, 76, 105, 106, 126</p> <p>Applying Academic Vocabulary in Writing: V1: 19, 20, 61, 62, 84, 85, 112, 133, 134; V2: 14, 15, 36, 54, 56, 76, 78, 104, 106, 126</p> <p>High-Utility Academic Words: V1: 14, 15, 33, 34, 36, 54, 55, 56, 75, 76, 77, 78, 79, 103, 105, 107; V2: 14, 15, 33, 34, 36, 54, 55, 56, 75, 76, 77, 78, 79, 103, 105, 107</p> <p>Build Word Knowledge: V1: 9, 14, 15, 25, 34, 36, 47, 54, 56, 67, 76, 78, 95, 104, 106, 117, 119, 124, 126, T88; V2: 9, 14, 15, 25, 34, 36, 47, 54, 56, 67, 76, 78, 95, 104, 106, 117, 119, 124, 126, T88</p> <p>Domain-Specific Vocabulary: V1: 9, 25, 47, 67, 95, 117, 119; V2: 9, 25, 47, 67, 95, 117, 119</p> <p>Precise Words: V1: 33, 55, 75, 77, 79, 103, 105, 107, 111; V2: 33, 55, 75, 77, 79, 103, 105, 107</p> <p>Words to Go: V1: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89; V2: 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89</p> <p>Words to Know: V1: 25, 47, 67, 95, 117, 119, T74-T75; V2: 25, 47, 67, 95, 117, 119, T74-T75</p>

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	<i>English 3D Course B</i>
Grade 6	
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Discuss, Identify, Restate, and/or Summarize Key Ideas and Details: V1: 13, 16, 19, 21, 322, 35, 37, 39, 40, 43, 58, 61, 63, 65, 66, 69, 71, 82, 85, 87, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 149, 150, 153, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68; V2: 13, 16, 19, 21, 32, 35, 37, 40, 43, 58, 61, 63, 65, 67, 68, 82, 85, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 148, 167, 169, 171, 173, 175, 177, 179, 181, 1833, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68</p> <p>Analyzing and Discussing Text: V1: 8A, 8B, 8C, 8D, 28B, 28C, 28F, 28G, 54B, 54C, 54F, 54G, 78D, 78E, 78H, 78I, 110C, 110G, 136C, 136F, 136G; V2: 8A, 8B, 8C, 8D, 28B, 28F, 28G, 54B, 54C, 54F, 54G, 78D, 78E, 78H, 78I, 110C, 110G, 136C, 136F, 136G</p> <p>Constructed Response/Responding with Evidence: V1: 8, 13, 17, 19, 21, 28, 32, 39, 40, 43, 45, 54, 58, 65, 66, 69, 71, 78, 82, 89, 90, 95, 97, 114, 121, 122, 125, 127, 129, 136, 140, 143, 145, 147, 150, 153, 155; V2: 17, 21, 39, 43, 45, 65, 67, 69, 89, 93, 95, 97, 121, 125, 127, 129, 143, 145, 147, 151, 153, 155</p>
CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Theme: V1: 69, 147, 153; V2: 69, 147, 151
CCSS.ELA-Literacy.RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	The following supports this objective: Drama: V1: 143, 145, 147; V2: 143, 145, 147 Novel Excerpt: V1: 152-153; V2: 70-71 Essays: V2: 44-45
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p>Synonyms: V2: 24, 30; V2: 30 Prefixes: V1: 162; V2: 162 Suffixes: V1: 163; V2: 163 Figurative Language: V1: 69, 153 High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34 Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81 Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73 Word Analysis: SE: V1: 90-91; V2: 98-99</p> <p>The student text, ISSUES, contains an Academic Glossary containing information about key words in the text. ISSUES, Course B, Volume 1: SE: 98-116 ISSUES, Course B, Volume 2: SE: 106-124</p>
CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to	The following provides opportunities to meet this objective: Drama: V1: 143, 145, 147; V2: 143, 145, 147 Novel Excerpt: V1: 152-153; V2: 70-71

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	English 3D Course B
Grade 6	
the development of the theme, setting, or plot.	
CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	V1: 143, 148 V2: 151, 152
CCSS.ELA-Literacy.RL.6.8 (Not applicable to literature)	
CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	The following provides opportunities to meet this objective: V1: 143, 148 V2: 151, 152
<i>Range of Reading and Level of Text Complexity</i>	
CCSS.ELA-Literacy.RL.6.10 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.	Genres represented in English 3D, Course B include: news articles, magazine articles, short stories, editorials, plays, and poems, and provide opportunities to meet this objective. Selected Examples Include: V1: SE: 6-11, 32-33, 73-75 V2: SE: 34-39, 73-81, 82-83 Independent Reading V1: T162-T172 V2: T162-T172
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Discuss, Identify, Restate, and/or Summarize Key Ideas and Details: V1: 13, 16, 19, 21, 322, 35, 37, 39, 40, 43, 58, 61, 63, 65, 66, 69, 71, 82, 85, 87, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 149, 150, 153, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68; V2: 13, 16, 19, 21, 32, 35, 37, 40, 43, 58, 61, 63, 65, 67, 68, 82, 85, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 148, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68 Making Inferences: V1: 109; V2: 109
CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Discuss, Identify, Restate, and/or Summarize Key Ideas and Details: V1: 13, 16, 19, 21, 322, 35, 37, 39, 40, 43, 58, 61, 63, 65, 66, 69, 71, 82, 85, 87, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 149, 150, 153, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68; V2: 13, 16, 19, 21, 32, 35, 37, 40, 43, 58, 61, 63, 65, 67, 68, 82, 85, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 148, 167,

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	169, 171, 173, 175, 177, 179, 181, 1833, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68
CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Constructed Response/Responding with Evidence: V1: 8, 13, 17, 19, 21, 28, 32, 39, 40, 43, 45, 54, 58, 65, 66, 69, 71, 78, 82, 89, 90, 95, 97, 114, 121, 122, 125, 127, 129, 136, 140, 143, 145, 147, 150, 153, 155; V2: 17, 21, 39, 43, 45, 65, 67, 69, 89, 93, 95, 97, 121, 125, 127, 129, 143, 145, 147, 151, 153, 155
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p>Academic English, Academic Language Instruction, Academic Speech: V1: T10-T14, T24-T25, T129; V2: T10-T14, T24-T25, T129</p> <p>Academic Vocabulary: V1: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152</p> <p>Applying Academic Vocabulary in Writing: V1: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 68, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 152, 154; V2: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 70, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 150, 154</p> <p>High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34</p> <p>Build Word Knowledge: V1: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57,60, 62, 64, 68, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 152, T30-T31, T80; V2: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57,60, 62, 64, 70, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 150, T30-T31, T80</p> <p>Domain-Specific Vocabulary: V1: 29, 57, 79, 81, 111, 137, 139; V2: 29, 57, 79, 81, 111, 137, 139</p> <p>Precise Words: V1: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125; V2: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125</p> <p>Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81</p> <p>Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73</p> <p>Figurative Language: V1: 69, 153</p>
CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyze Craft and Structure: V1: 43, 69, 71, 95, 127, 145, 147, 153
CCSS.ELA-Literacy.RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p>The following supports this objective:</p> <p>Graphic Organizers:</p> <p>V1: 8, 12, 18, 28, 32, 37, 40, 78, 110</p> <p>V2: 8, 12, 18, 28, 32, 37, 40, 78, 110</p> <p>V1: SE: 8, 18, 20, 27, 38, 40, 49, 52, 55, 61</p> <p>V2: SE: 8, 10, 20, 29, 44, 47, 60</p>

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	English 3D Course B
Grade 6	
	<p>Multimedia: V1: 42-43, 70-71, 94-95, 126-127, 148-149 V2: 42-43, 66-67</p>
<p>CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>The following provides opportunities to meet this objective: Constructed Response/Responding with Evidence: V1: 8, 13, 17, 19, 21, 28, 32, 39, 40, 43, 45, 54, 58, 65, 66, 69, 71, 78, 82, 89, 90, 95, 97, 114, 121, 122, 125, 127, 129, 136, 140, 143, 145, 147, 150, 153, 155; V2: 17, 21, 39, 43, 45, 65, 67, 69, 89, 93, 95, 97, 121, 125, 127, 129, 143, 145, 147, 151, 153, 155 Analyzing and Discussing Text: V1: 8A, 8B, 8C, 8D, 28B, 28C, 28F, 28G, 54B, 54C, 54F, 54G, 78D, 78E, 78H, 78I, 110C, 110G, 136C, 136F, 136G; V2: 8A, 8B, 8C, 8D, 28B, 28F, 28G, 54B, 54C, 54F, 54G, 78D, 78E, 78H, 78I, 110C, 110G, 136C, 136F, 136G</p>
<p>CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>Students are presented texts on similar topics with each workshop. They begin each workshop with a fact file and debate about the issue. In some workshops, they write arguments or justifications in which they take a side of an issue and advocate for it. When they write these papers or when they use the ideas presented to present and justify their ideas, they must compare and evaluate information presented.</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>CCSS.ELA-Literacy.RI.6.10 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.</p>	<p>Students read a variety of texts throughout the course. Each Issue focuses on one topic and includes a nonfiction article(s) and a cross-curricular text (technology, social studies, health, fine arts, science, economics).</p>
<p>Writing Standards</p>	
<p><i>Text Types and Purposes</i></p>	
<p>CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22</p>
<p>CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition,</p>	<p>Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22</p>

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Common Core State Standards for English Language Arts	English 3D Course B
Grade 6	
<p>classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	
<p>CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22</p>
<i>Production and Distribution of Writing</i>	
<p>CCSS.ELA-Literacy.W.6.4 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.)</p>	<p>Formal Summary: V1: 8D, 22T, 28D, 28H, 46-51, 110H; V2: 8D, 22T, 28D, 28H, 46-51, 110H, T22</p> <p>Summary and Response: V1: 54D, 54H, 72-77, T22; V2: 54D, 54H, 72-77, T22</p> <p>Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22</p> <p>Justification: V1: 8B, 22-26, T22; V2: 8B, 22-27, T22</p> <p>Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22</p>

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Grade 6	
	<p>Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22 Ten-Minute Response: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151, T78-T79; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149, T78-T79 Elaborate in Writing: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149</p>
<p>CCSS.ELA-Literacy.W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p>	<p>Planning: V1: 49, 75, T90-T91; V2: 49, 75, T90-T91 Drafting: V1: 26, 50, 51, 76, 77, 104-106, 107, 134-135, 54-155, T92-T93; V2: 26 Editing: V1: 27, 51, 135 Proofreading Checklist: V1: 51, 107, 135, 159; V2: 51, 107, 135, 159</p>
<p>CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Presentation Skills: V1: 109, 161</p>
<i>Research to Build and Present Knowledge</i>	
<p>CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Research Paper: V1: 104, 106; V2: 104, 106</p>
<p>CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Research Paper: V1: 104; V2: 104</p>
<p>CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>Research Paper: V1: 104, 106; V2: 104, 106</p>
<i>Range of Writing</i>	

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<p>CCSS.ELA-Literacy.W.6.10 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 discipline-specific tasks, purposes, and audiences.</p>	<p>Collaborating and Writing: V1: 83, 91; V2: 83, 91 Formal Summary: V1: 8D, 22T, 28D, 28H, 46-51, 110H; V2: 8D, 22T, 28D, 28H, 46-51, 110H, T22 Summary and Response: V1: 54D, 54H, 72-77, T22; V2: 54D, 54H, 72-77, T22 Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22 Justification: V1: 8B, 22-26, T22; V2: 8B, 22-27, T22 Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22 Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22 Ten-Minute Response: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151, T78-T79; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149, T78-T79 Elaborate in Writing: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149 Research Paper: V1: 104, 106; V2: 104, 106</p>
Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
<p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>Selected examples include: Academic Discussion: V1: 12, 18, 32, 40, 58, 68, 82, 90, 114, 122, 140, 148, T76-T77; V2: 12, 18, 32, 40, 58, 68, 82, 90, 114, 122, 140, 148, T76-T77 Facilitating Discussion: V1: 8, 9, 10, 28, 30, 31, 54, 55, 56, 57, 78, 80, 81, 110, 112, 113, 136, 138, 139; V2: 8, 9, 10, 28, 30, 31, 54, 55, 56, 57, 78, 80, 81, 110, 112, 113, 136, 138, 139</p>
<p>CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>Interpreting Media: V1: 71; V2: 67 Interpreting Text: V1: 63, 65, 69, 89, 93, 117, 119, 121, 129, 143; V2: 63, 65, 71, 89, 93, 117, 119, 121, 129, 143</p>
<p>CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>The following provide opportunities to meet this objective: Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128</p>
<i>Presentation of Knowledge and Ideas</i>	

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Grade 6	
CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128
CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Presentation Skills: V1: 109, 161
CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	The following provide opportunities to meet this objective: Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128
Language Standards	
<i>Conventions of Standard English</i>	
CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	Grammar and Conventions: V1: 23, 47, 48, 74, 101, 132, 156, T39; V2: 23, 47, 48, 74, 101, 132, 156, T39 Pronouns: V1: 47, 156; V2: 47, 156 Verbs: V1: 14, 23, 48, 101; V2: 132 Sentences: V1: 74, 131; V2: 23, 48, 74, 101, 131 Adjectives: V1: 73, 100; V2: 73, 100
CCSS.ELA-Literacy.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	Grammar and Conventions: V1: 23, 47, 48, 74, 101, 132, 156, T39; V2: 23, 47, 48, 74, 101, 132, 156, T39
<i>Knowledge of Language</i>	
CCSS.ELA-Literacy.L.6.3 Use	The following supports this objective:

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<p>knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/ listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p>Collaborating and Writing: V1: 83, 91; V2: 83, 91</p> <p>Formal Summary: V1: 8D, 22T, 28D, 28H, 46-51, 110H; V2: 8D, 22T, 28D, 28H, 46-51, 110H, T22</p> <p>Summary and Response: V1: 54D, 54H, 72-77, T22; V2: 54D, 54H, 72-77, T22</p> <p>Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22</p> <p>Justification: V1: 8B, 22-26, T22; V2: 8B, 22-27, T22</p> <p>Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22</p> <p>Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22</p> <p>Ten-Minute Response: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151, T78-T79; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149, T78-T79</p> <p>Elaborate in Writing: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149</p> <p>Drafting: V1: 26, 50, 51, 76, 77, 104-106, 107, 134-135, 54-155, T92-T93; V2: 26</p> <p>Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128</p>
<i>Vocabulary Acquisition and Use</i>	
<p>CCSS.ELA-Literacy.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult 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.</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).</p>	<p>Prefixes: V1: 162; V2: 162</p> <p>Suffixes: V1: 163; V2: 163</p> <p>Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81</p> <p>Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73</p> <p>Word Analysis: SE: V1: 90-91; V2: 98-99</p> <p>High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34</p> <p>Domain-Specific Vocabulary: V1: 29, 57, 79, 81, 111, 137, 139; V2: 29, 57, 79, 81, 111, 137, 139</p> <p>Precise Words: V1: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125; V2: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125</p> <p>The student text, ISSUES, contains an Academic Glossary containing information about key words in the text.</p> <p>ISSUES, Course B, Volume 1: SE: 98-116</p> <p>ISSUES, Course B, Volume 2: SE: 106-124</p>
<p>CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>Figurative Language: V1: 69, 153</p>

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c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	
CCSS.ELA-Literacy.L.6.6 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.	<p>Academic Vocabulary: V1: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152</p> <p>Applying Academic Vocabulary in Writing: V1: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 68, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 152, 154; V2: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 70, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 150, 154</p> <p>High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34</p> <p>Build Word Knowledge: V1: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57, 60, 62, 64, 68, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 152, T30-T31, T80; V2: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57, 60, 62, 64, 70, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 150, T30-T31, T80</p> <p>Domain-Specific Vocabulary: V1: 29, 57, 79, 81, 111, 137, 139; V2: 29, 57, 79, 81, 111, 137, 139</p> <p>Precise Words: V1: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125; V2: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125</p> <p>Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81</p> <p>Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73</p>

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Grade 7	
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RL.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Discuss, Identify, Restate, and/or Summarize Key Ideas and Details: V1: 13, 16, 19, 21, 322, 35, 37, 39, 40, 43, 58, 61, 63, 65, 66, 69, 71, 82, 85, 87, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 149, 150, 153, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68; V2: 13, 16, 19, 21, 32, 35, 37, 40, 43, 58, 61, 63, 65, 67, 68, 82, 85, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 148, 167, 169, 171, 173, 175, 177, 179, 181, 1833, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68</p> <p>Analyzing and Discussing Text: V1: 8A, 8B, 8C, 8D, 28B, 28C, 28F, 28G, 54B, 54C, 54F, 54G, 78D, 78E, 78H, 78I, 110C, 110G, 136C, 136F, 136G; V2: 8A, 8B, 8C, 8D, 28B, 28F, 28G, 54B, 54C, 54F, 54G, 78D, 78E, 78H, 78I, 110C, 110G, 136C, 136F, 136G</p> <p>Constructed Response/Responding with Evidence: V1: 8, 13, 17, 19, 21, 28, 32, 39, 40, 43, 45, 54, 58, 65, 66, 69, 71, 78, 82, 89, 90, 95, 97, 114, 121, 122, 125, 127, 129, 136, 140, 143, 145, 147, 150, 153, 155; V2: 17, 21, 39, 43, 45, 65, 67, 69, 89, 93, 95, 97, 121, 125, 127, 129, 143, 145, 147, 151, 153, 155</p>
CCSS.ELA-Literacy.RL.7.2 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.	Theme: V1: 69, 147, 153; V2: 69, 147, 151
CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	The following supports this objective: Drama: V1: 143, 145, 147; V2: 143, 145, 147 Novel Excerpt: V1: 152-153; V2: 70-71 Essays: V2: 44-45
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RL.7.4 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.	<p>Synonyms: V2: 24, 30; V2: 30 Prefixes: V1: 162; V2: 162 Suffixes: V1: 163; V2: 163 Figurative Language: V1: 69, 153 High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34 Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81 Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73 Word Analysis: SE: V1: 90-91; V2: 98-99</p> <p>The student text, ISSUES, contains an Academic Glossary containing information about key words in the text. ISSUES, Course B, Volume 1: SE: 98-116 ISSUES, Course B, Volume 2: SE: 106-124</p>
CCSS.ELA-Literacy.RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	The following provides opportunities to meet this objective: Drama: V1: 143, 145, 147; V2: 143, 145, 147 Novel Excerpt: V1: 152-153; V2: 70-71
CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops	

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and contrasts the points of view of different characters or narrators in a text.	
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RL.7.7 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).	V1: 143, 148 V2: 151, 152
CCSS.ELA-Literacy.RL.7.8 (Not applicable to literature)	
CCSS.ELA-Literacy.RL.7.9 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.	
<i>Range and Level of Text Complexity</i>	
CCSS.ELA-Literacy.RL.7.10 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.	Genres represented in English 3D, Course B include: news articles, magazine articles, short stories, editorials, plays, and poems, and provide opportunities to meet this objective. Selected Examples Include: V1: SE: 6-11, 32-33, 73-75 V2: SE: 34-39, 73-81, 82-83 Independent Reading V1: T162-T172 V2: T162-T172
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RI.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Discuss, Identify, Restate, and/or Summarize Key Ideas and Details: V1: 13, 16, 19, 21, 322, 35, 37, 39, 40, 43, 58, 61, 63, 65, 66, 69, 71, 82, 85, 87, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 149, 150, 153, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68; V2: 13, 16, 19, 21, 32, 35, 37, 40, 43, 58, 61, 63, 65, 67, 68, 82, 85, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 148, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68 Making Inferences: V1: 109; V2: 109
CCSS.ELA-Literacy.RI.7.2 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.	
CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence	The following provides opportunities to meet this objective: Constructed Response/Responding with Evidence: V1: 8, 13, 17, 19, 21, 28, 32, 39, 40, 43, 45, 54, 58, 65, 66, 69, 71, 78, 82, 89, 90, 95, 97, 114, 121, 122, 125, 127, 129, 136, 140, 143, 145, 147, 150, 153, 155; V2:

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individuals or events, or how individuals influence ideas or events).	17, 21, 39, 43, 45, 65, 67, 69, 89, 93, 95, 97, 121, 125, 127, 129, 143, 145, 147, 151, 153, 155
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RI.7.4 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.	<p>Academic English, Academic Language Instruction, Academic Speech: V1: T10-T14, T24-T25, T129; V2: T10-T14, T24-T25, T129</p> <p>Academic Vocabulary: V1: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152</p> <p>Applying Academic Vocabulary in Writing: V1: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 68, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 152, 154; V2: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 70, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 150, 154</p> <p>High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34</p> <p>Build Word Knowledge: V1: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57, 60, 62, 64, 68, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 152, T30-T31, T80; V2: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57, 60, 62, 64, 70, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 150, T30-T31, T80</p> <p>Domain-Specific Vocabulary: V1: 29, 57, 79, 81, 111, 137, 139; V2: 29, 57, 79, 81, 111, 137, 139</p> <p>Precise Words: V1: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125; V2: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125</p> <p>Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81</p> <p>Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73</p> <p>Figurative Language: V1: 69, 153</p>
CCSS.ELA-Literacy.RI.7.5. 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.	Analyze Craft and Structure: V1: 43, 69, 71, 95, 127, 145, 147, 153
CCSS.ELA-Literacy.RI.7.6 Describe an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RI.7.7 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 affects the impact of the words).	<p>Students have the opportunity to do this with each Issue. They are presented a data file at the beginning of the issue and then presented three texts. The academic writing and presentation that culminates the issue requires students to synthesize their understanding of the issue. See, for example:</p> <p>V1: 142-147</p> <p>V2: 151-153</p>
CCSS.ELA-Literacy.RI.7.8 Trace	The following provides opportunities to meet this objective:

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<p>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.</p>	<p>Constructed Response/Responding with Evidence: V1: 8, 13, 17, 19, 21, 28, 32, 39, 40, 43, 45, 54, 58, 65, 66, 69, 71, 78, 82, 89, 90, 95, 97, 114, 121, 122, 125, 127, 129, 136, 140, 143, 145, 147, 150, 153, 155; V2: 17, 21, 39, 43, 45, 65, 67, 69, 89, 93, 95, 97, 121, 125, 127, 129, 143, 145, 147, 151, 153, 155</p> <p>Analyzing and Discussing Text: V1: 8A, 8B, 8C, 8D, 28B, 28C, 28F, 28G, 54B, 54C, 54F, 54G, 78D, 78E, 78H, 78I, 110C, 110G, 136C, 136F, 136G; V2: 8A, 8B, 8C, 8D, 28B, 28F, 28G, 54B, 54C, 54F, 54G, 78D, 78E, 78H, 78I, 110C, 110G, 136C, 136F, 136G</p>
<p>CCSS.ELA-Literacy.RI.7.9 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.</p>	<p>Students are presented texts on similar topics with each workshop. They begin each workshop with a fact file and debate about the issue. In some workshops, they write arguments or justifications in which they take a side of an issue and advocate for it. When they write these papers or when they use the ideas presented to present and justify their ideas, they must compare and evaluate information presented.</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>CCSS.ELA-Literacy.RI.7.10 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.</p>	<p>Students read a variety of texts throughout the course. Each Issue focuses on one topic and includes a nonfiction article(s) and a cross-curricular text (technology, social studies, health, fine arts, science, economics).</p>
Writing Standards	
<i>Text Types and Purposes</i>	
<p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22</p>
<p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly,</p>	<p>Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22</p>

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<p>CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated</p>	<p>Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22</p>

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experiences or events.	
<i>Production and Distribution of Writing</i>	
<p>CCSS.ELA-Literacy.W.7.4 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.)</p>	<p>Formal Summary: V1: 8D, 22T, 28D, 28H, 46-51, 110H; V2: 8D, 22T, 28D, 28H, 46-51, 110H, T22 Summary and Response: V1: 54D, 54H, 72-77, T22; V2: 54D, 54H, 72-77, T22 Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22 Justification: V1: 8B, 22-26, T22; V2: 8B, 22-27, T22 Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22 Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22 Ten-Minute Response: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151, T78-T79; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149, T78-T79 Elaborate in Writing: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149</p>
<p>CCSS.ELA-Literacy.W.7.5 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 Language standards 1–3 up to and including grade 7 on page 52.)</p>	<p>Planning: V1: 49, 75, T90-T91; V2: 49, 75, T90-T91 Drafting: V1: 26, 50, 51, 76, 77, 104-106, 107, 134-135, 54-155, T92-T93; V2: 26 Editing: V1: 27, 51, 135 Proofreading Checklist: V1: 51, 107, 135, 159; V2: 51, 107, 135, 159</p>
<p>CCSS.ELA-Literacy.W.7.6. 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.</p>	<p>Presentation Skills: V1: 109, 161</p>
<i>Research to Build and Present Knowledge</i>	
<p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>Research Paper: V1: 104, 106; V2: 104, 106</p>
<p>CCSS.ELA-Literacy.W.7.8 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, avoiding plagiarism and following a standard format for citation.</p>	<p>Research Paper: V1: 104; V2: 104</p>
<p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support</p>	<p>Research Paper: V1: 104, 106; V2: 104, 106</p>

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<p>analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards 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”).</p> <p>b. Apply grade 7 Reading standards 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”).</p>	
<i>Range of Writing</i>	
<p>CCSS.ELA-Literacy.W.7.10 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 discipline-specific tasks, purposes, and audiences.</p>	<p>Collaborating and Writing: V1: 83, 91; V2: 83, 91</p> <p>Formal Summary: V1: 8D, 22T, 28D, 28H, 46-51, 110H; V2: 8D, 22T, 28D, 28H, 46-51, 110H, T22</p> <p>Summary and Response: V1: 54D, 54H, 72-77, T22; V2: 54D, 54H, 72-77, T22</p> <p>Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22</p> <p>Justification: V1: 8B, 22-26, T22; V2: 8B, 22-27, T22</p> <p>Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22</p> <p>Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22</p> <p>Ten-Minute Response: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151, T78-T79; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149, T78-T79</p> <p>Elaborate in Writing: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149</p> <p>Research Paper: V1: 104, 106; V2: 104, 106</p>
Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
<p>CCSS.ELA-Literacy.SL.7.1 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.</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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’</p>	<p>Selected examples include:</p> <p>Academic Discussion: V1: 12, 18, 32, 40, 58, 68, 82, 90, 114, 122, 140, 148, T76-T77; V2: 12, 18, 32, 40, 58, 68, 82, 90, 114, 122, 140, 148, T76-T77</p> <p>Facilitating Discussion: V1: 8, 9, 10, 28, 30, 31, 54, 55, 56, 57, 78, 80, 81, 110, 112, 113, 136, 138, 139; V2: 8, 9, 10, 28, 30, 31, 54, 55, 56, 57, 78, 80, 81, 110, 112, 113, 136, 138, 139</p>

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<p>questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	
<p>CCSS.ELA-Literacy.SL.7.2 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.</p>	<p>Interpreting Media: V1: 71; V2: 67 Interpreting Text: V1: 63, 65, 69, 89, 93, 117, 119, 121, 129, 143; V2: 63, 65, 71, 89, 93, 117, 119, 121, 129, 143</p>
<p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>The following provide opportunities to meet this objective: Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128</p>
<i>Presentation of Knowledge and Ideas</i>	
<p>CCSS.ELA-Literacy.SL.7.4 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.</p>	<p>Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128</p>
<p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Presentation Skills: V1: 109, 161</p>
<p>CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>The following provide opportunities to meet this objective: Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128</p>
Language Standards	
<i>Conventions of Standard English</i>	
<p>CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships</p>	<p>Grammar and Conventions: V1: 23, 47, 48, 74, 101, 132, 156, T39; V2: 23, 47, 48, 74, 101, 132, 156, T39 Pronouns: V1: 47, 156; V2: 47, 156 Verbs: V1: 14, 23, 48, 101; V2: 132 Sentences: V1: 74, 131; V2: 23, 48, 74, 101, 131 Adjectives: V1: 73, 100; V2: 73, 100</p>

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among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	
CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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>). b. Spell correctly.	Grammar and Conventions: V1: 23, 47, 48, 74, 101, 132, 156, T39; V2: 23, 47, 48, 74, 101, 132, 156, T39
Knowledge of Language	
CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	The following supports this objective: Collaborating and Writing: V1: 83, 91; V2: 83, 91 Formal Summary: V1: 8D, 22T, 28D, 28H, 46-51, 110H; V2: 8D, 22T, 28D, 28H, 46-51, 110H, T22 Summary and Response: V1: 54D, 54H, 72-77, T22; V2: 54D, 54H, 72-77, T22 Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22 Justification: V1: 8B, 22-26, T22; V2: 8B, 22-27, T22 Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22 Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22 Ten-Minute Response: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151, T78-T79; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149, T78-T79 Elaborate in Writing: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149 Drafting: V1: 26, 50, 51, 76, 77, 104-106, 107, 134-135, 54-155, T92-T93; V2: 26 Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128
Vocabulary Acquisition and Use	
CCSS.ELA-Literacy.L.7.4 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word	Prefixes: V1: 162; V2: 162 Suffixes: V1: 163; V2: 163 Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81 Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73 Word Analysis: SE: V1: 90-91; V2: 98-99 High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34 Domain-Specific Vocabulary: V1: 29, 57, 79, 81, 111, 137, 139; V2: 29, 57, 79, 81, 111, 137, 139 Precise Words: V1: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125; V2: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125 The student text, ISSUES, contains an Academic Glossary containing information about key words in the text. ISSUES, Course B, Volume 1: SE: 98-116

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<p>or determine or clarify its precise meaning or its part of speech. 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).</p>	<p>ISSUES, Course B, Volume 2: SE: 106-124</p>
<p>CCSS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 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>).</p>	<p>Figurative Language: V1: 69, 153</p>
<p>CCSS.ELA-Literacy.L.7.6 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.</p>	<p>Academic Vocabulary: V1: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152 Applying Academic Vocabulary in Writing: V1: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 68, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 152, 154; V2: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 70, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 150, 154 High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34 Build Word Knowledge: V1: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57, 60, 62, 64, 68, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 152, T30-T31, T80; V2: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57, 60, 62, 64, 70, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 150, T30-T31, T80 Domain-Specific Vocabulary: V1: 29, 57, 79, 81, 111, 137, 139; V2: 29, 57, 79, 81, 111, 137, 139 Precise Words: V1: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125; V2: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125 Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81 Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73</p>

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Reading Standards	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Discuss, Identify, Restate, and/or Summarize Key Ideas and Details: V1: 13, 16, 19, 21, 322, 35, 37, 39, 40, 43, 58, 61, 63, 65, 66, 69, 71, 82, 85, 87, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 149, 150, 153, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68; V2: 13, 16, 19, 21, 32, 35, 37, 40, 43, 58, 61, 63, 65, 67, 68, 82, 85, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 148, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68</p> <p>Analyzing and Discussing Text: V1: 8A, 8B, 8C, 8D, 28B, 28C, 28F, 28G, 54B, 54C, 54F, 54G, 78D, 78E, 78H, 78I, 110C, 110G, 136C, 136F, 136G; V2: 8A, 8B, 8C, 8D, 28B, 28F, 28G, 54B, 54C, 54F, 54G, 78D, 78E, 78H, 78I, 110C, 110G, 136C, 136F, 136G</p> <p>Constructed Response/Responding with Evidence: V1: 8, 13, 17, 19, 21, 28, 32, 39, 40, 43, 45, 54, 58, 65, 66, 69, 71, 78, 82, 89, 90, 95, 97, 114, 121, 122, 125, 127, 129, 136, 140, 143, 145, 147, 150, 153, 155; V2: 17, 21, 39, 43, 45, 65, 67, 69, 89, 93, 95, 97, 121, 125, 127, 129, 143, 145, 147, 151, 153, 155</p>
CCSS.ELA-Literacy.RL.8.2 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.	Theme: V1: 69, 147, 153; V2: 69, 147, 151
CCSS.ELA-Literacy.RL.8.3 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.	The following provides opportunities to meet this objective: Drama: V1: 143, 145, 147; V2: 143, 145, 147 Novel Excerpt: V1: 152-153; V2: 70-71 Essays: V2: 44-45
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RL.8.4 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.	<p>Synonyms: V2: 24, 30; V2: 30 Prefixes: V1: 162; V2: 162 Suffixes: V1: 163; V2: 163 Figurative Language: V1: 69, 153 High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34 Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81 Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73 Word Analysis: SE: V1: 90-91; V2: 98-99</p> <p>The student text, ISSUES, contains an Academic Glossary containing information about key words in the text. ISSUES, Course B, Volume 1: SE: 98-116 ISSUES, Course B, Volume 2: SE: 106-124</p>
CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text	Students are presented texts on similar topics with each workshop. They begin each workshop with a fact file and debate about the issue. In some workshops, they write arguments or justifications in which they take a side of an issue and advocate for it. When they write these

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contributes to its meaning and style.	papers or when they use the ideas presented to present and justify their ideas, they must compare and evaluate information presented.
CCSS.ELA-Literacy.RL.8.6 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.	
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RL.8.7 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.	V1: 143, 148 V2: 151, 152
CCSS.ELA-Literacy.RL.8.8 (Not applicable to literature)	
CCSS.ELA-Literacy.RL.8.9 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.	
<i>Range and Level of Text Complexity</i>	
CCSS.ELA-Literacy.RL.8.10 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.	Genres represented in English 3D, Course B include: news articles, magazine articles, short stories, editorials, plays, and poems, and provide opportunities to meet this objective. Selected Examples Include: V1: SE: 6-11, 32-33, 73-75 V2: SE: 34-39, 73-81, 82-83 Independent Reading V1: T162-T172 V2: T162-T172
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Discuss, Identify, Restate, and/or Summarize Key Ideas and Details: V1: 13, 16, 19, 21, 322, 35, 37, 39, 40, 43, 58, 61, 63, 65, 66, 69, 71, 82, 85, 87, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 149, 150, 153, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68; V2: 13, 16, 19, 21, 32, 35, 37, 40, 43, 58, 61, 63, 65, 67, 68, 82, 85, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 148, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68 Making Inferences: V1: 109; V2: 109
CCSS.ELA-Literacy.RI.8.2 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.	The following supports this objective: Discuss, Identify, Restate, and/or Summarize Key Ideas and Details: V1: 13, 16, 19, 21, 322, 35, 37, 39, 40, 43, 58, 61, 63, 65, 66, 69, 71, 82, 85, 87, 89, 90, 93, 95, 97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 149, 150, 153, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68; V2: 13, 16, 19, 21, 32, 35, 37, 40, 43, 58, 61, 63, 65, 67, 68, 82, 85, 89, 90, 93, 95,

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	97, 114, 117, 119, 121, 122, 125, 127, 129, 140, 145, 147, 148, 167, 169, 171, 173, 175, 177, 179, 181, 1833, 185, 187, 189, 191, 193, 195, 197, 199, 201, T68
CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RI.8.4 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.	<p>Academic English, Academic Language Instruction, Academic Speech: V1: T10-T14, T24-T25, T129; V2: T10-T14, T24-T25, T129</p> <p>Academic Vocabulary: V1: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152</p> <p>Applying Academic Vocabulary in Writing: V1: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 68, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 152, 154; V2: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 70, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 150, 154</p> <p>High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34</p> <p>Build Word Knowledge: V1: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57,60, 62, 64, 68, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 152, T30-T31, T80; V2: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57,60, 62, 64, 70, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 150, T30-T31, T80</p> <p>Domain-Specific Vocabulary: V1: 29, 57, 79, 81, 111, 137, 139; V2: 29, 57, 79, 81, 111, 137, 139</p> <p>Precise Words: V1: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125; V2: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125</p> <p>Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81</p> <p>Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73</p> <p>Figurative Language: V1: 69, 153</p>
CCSS.ELA-Literacy.RI.8.5 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.	Analyze Craft and Structure: V1: 43, 69, 71, 95, 127, 145, 147, 153
CCSS.ELA-Literacy.RI.8.6 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.	
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print	Students have the opportunity to do this with each Issue. They are presented a data file at the beginning of the issue and then presented three texts. The academic writing and presentation that culminates the

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or digital text, video, multimedia) to present a particular topic or idea.	issue requires students to synthesize their understanding of the issue.
CCSS.ELA-Literacy.RI.8.8 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.	
CCSS.ELA-Literacy.RI.8.9 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.	Students are presented texts on similar topics with each workshop. They begin each workshop with a fact file and debate about the issue. In some workshops, they write arguments or justifications in which they take a side of an issue and advocate for it. When they write these papers or when they use the ideas presented to present and justify their ideas, they must compare and evaluate information presented.
<i>Range and Level of Text Complexity</i>	
CCSS.ELA-Literacy.RI.8.10 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.	Students read a variety of texts throughout the course. Each Issue focuses on one topic and includes a nonfiction article(s) and a cross-curricular text (technology, social studies, health, fine arts, science, economics).
Writing Standards	
<i>Text Types and Purposes</i>	
CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22
CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly,	Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22

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<p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<p>CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22</p>
<i>Production and Distribution of Writing</i>	
CCSS.ELA-Literacy.W.8.4 Produce	Formal Summary: V1: 8D, 22T, 28D, 28H, 46-51, 110H; V2: 8D, 22T,

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<p>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.)</p>	<p>28D, 28H, 46-51, 110H, T22 Summary and Response: V1: 54D, 54H, 72-77, T22; V2: 54D, 54H, 72-77, T22 Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22 Justification: V1: 8B, 22-26, T22; V2: 8B, 22-27, T22 Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22 Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22 Ten-Minute Response: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151, T78-T79; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149, T78-T79 Elaborate in Writing: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149</p>
<p>CCSS.ELA-Literacy.W.8.5 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 Language standards 1–3 up to and including grade 8 on page 52.)</p>	<p>Planning: V1: 49, 75, T90-T91; V2: 49, 75, T90-T91 Drafting: V1: 26, 50, 51, 76, 77, 104-106, 107, 134-135, 54-155, T92-T93; V2: 26 Editing: V1: 27, 51, 135 Proofreading Checklist: V1: 51, 107, 135, 159; V2: 51, 107, 135, 159</p>
<p>CCSS.ELA-Literacy.W.8.6 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.</p>	<p>Presentation Skills: V1: 109, 161</p>
Research to Build Knowledge	
<p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Research Paper: V1: 104, 106; V2: 104, 106</p>
<p>CCSS.ELA-Literacy.W.8.8 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.</p>	<p>Research Paper: V1: 104; V2: 104</p>
<p>CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or</p>	<p>Research Paper: V1: 104, 106; V2: 104, 106</p>

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<p>character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards 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”).</p>	
<i>Range of Writing</i>	
<p>CCSS.ELA-Literacy.W.8.10 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 discipline-specific tasks, purposes, and audiences.</p>	<p>Collaborating and Writing: V1: 83, 91; V2: 83, 91 Formal Summary: V1: 8D, 22T, 28D, 28H, 46-51, 110H; V2: 8D, 22T, 28D, 28H, 46-51, 110H, T22 Summary and Response: V1: 54D, 54H, 72-77, T22; V2: 54D, 54H, 72-77, T22 Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22 Justification: V1: 8B, 22-26, T22; V2: 8B, 22-27, T22 Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22 Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22 Ten-Minute Response: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151, T78-T79; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149, T78-T79 Elaborate in Writing: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149 Research Paper: V1: 104, 106; V2: 104, 106</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>CCSS.ELA-Literacy.SL.8.1 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.</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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</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.</p> <p>d. Acknowledge new information</p>	<p>Selected examples include:</p> <p>Academic Discussion: V1: 12, 18, 32, 40, 58, 68, 82, 90, 114, 122, 140, 148, T76-T77; V2: 12, 18, 32, 40, 58, 68, 82, 90, 114, 122, 140, 148, T76-T77 Facilitating Discussion: V1: 8, 9, 10, 28, 30, 31, 54, 55, 56, 57, 78, 80, 81, 110, 112, 113, 136, 138, 139; V2: 8, 9, 10, 28, 30, 31, 54, 55, 56, 57, 78, 80, 81, 110, 112, 113, 136, 138, 139</p>

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expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
CCSS.ELA-Literacy.SL.8.2 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.	The following provides opportunities to meet this objective: Interpreting Media: V1: 71; V2: 67 Interpreting Text: V1: 63, 65, 69, 89, 93, 117, 119, 121, 129, 143; V2: 63, 65, 71, 89, 93, 117, 119, 121, 129, 143
CCSS.ELA-Literacy.SL.8.3 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.	The following provide opportunities to meet this objective: Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128
<i>Presentation of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.SL.8.4 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.	Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128
CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Presentation Skills: V1: 109, 161
CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	The following provide opportunities to meet this objective: Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128
Language Standards	
<i>Conventions in Standard English</i>	
CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Grammar and Conventions: V1: 23, 47, 48, 74, 101, 132, 156, T39; V2: 23, 47, 48, 74, 101, 132, 156, T39 Pronouns: V1: 47, 156; V2: 47, 156 Verbs: V1: 14, 23, 48, 101; V2: 132 Sentences: V1: 74, 131; V2: 23, 48, 74, 101, 131 Adjectives: V1: 73, 100; V2: 73, 100

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d. Recognize and correct inappropriate shifts in verb voice and mood.*	
<p>CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>Grammar and Conventions: V1: 23, 47, 48, 74, 101, 132, 156, T39; V2: 23, 47, 48, 74, 101, 132, 156, T39</p>
<i>Knowledge of Language</i>	
<p>CCSS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p>	<p>The following supports this objective:</p> <p>Collaborating and Writing: V1: 83, 91; V2: 83, 91</p> <p>Formal Summary: V1: 8D, 22T, 28D, 28H, 46-51, 110H; V2: 8D, 22T, 28D, 28H, 46-51, 110H, T22</p> <p>Summary and Response: V1: 54D, 54H, 72-77, T22; V2: 54D, 54H, 72-77, T22</p> <p>Informative Texts: V1: 110D, 130-135, T22; V2: 110D, 130-135, T22</p> <p>Justification: V1: 8B, 22-26, T22; V2: 8B, 22-27, T22</p> <p>Narrative: V1: 136D, 136H, 154-161, T22; V2: 136D, 136H, 154-161, T22</p> <p>Argument: V1: 78E, 78J, 98-107, T22; V2: 78E, 78J, 98-107, T22</p> <p>Ten-Minute Response: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151, T78-T79; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149, T78-T79</p> <p>Elaborate in Writing: V1: 33, 41, 59, 67, 83, 91, 115, 123, 141, 151; V2: 33, 41, 59, 69, 83, 91, 115, 123, 141, 149</p> <p>Drafting: V1: 26, 50, 51, 76, 77, 104-106, 107, 134-135, 54-155, T92-T93; V2: 26</p> <p>Speeches: V1: 42, 52-53, 108-109, 160-161, T44-T45, T128; V2: 42, 52-53, 108-109, 160-161, T44-T45, T128</p>
<i>Vocabulary Acquisition and Use</i>	
<p>CCSS.ELA-Literacy.L.8.4 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.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</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 or its part of</p>	<p>Prefixes: V1: 162; V2: 162</p> <p>Suffixes: V1: 163; V2: 163</p> <p>Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81</p> <p>Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73</p> <p>Word Analysis: SE: V1: 90-91; V2: 98-99</p> <p>High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34</p> <p>Domain-Specific Vocabulary: V1: 29, 57, 79, 81, 111, 137, 139; V2: 29, 57, 79, 81, 111, 137, 139</p> <p>Precise Words: V1: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125; V2: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125</p> <p>The student text, ISSUES, contains an Academic Glossary containing information about key words in the text.</p> <p>ISSUES, Course B, Volume 1: SE: 98-116</p> <p>ISSUES, Course B, Volume 2: SE: 106-124</p>

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Grade 8	
speech. 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).	
CCSS.ELA-Literacy.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. 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>).	Figurative Language: V1: 69, 153
CCSS.ELA-Literacy.L.8.6 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.	Academic Vocabulary: V1: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152 Applying Academic Vocabulary in Writing: V1: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 68, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 152, 154; V2: 14, 15, 20, 34, 36, 38, 44, 60, 62, 64, 70, 84, 88, 92, 96, 116, 118, 124, 128, 142, 144, 146, 150, 154 High-Utility Academic Words: V1: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 152, T34; V2: 17, 21, 34, 35, 36, 38, 39, 44, 85, 117, 119, 124, 150, T34 Build Word Knowledge: V1: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57, 60, 62, 64, 68, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 152, T30-T31, T80; V2: 9, 14, 15, 20, 29, 31, 34, 36, 38, 44, 55, 57, 60, 62, 64, 70, 79, 81, 84, 86, 88, 96, 111, 113, 116, 118, 120, 124, 128, 137, 139, 142, 144, 146, 150, T30-T31, T80 Domain-Specific Vocabulary: V1: 29, 57, 79, 81, 111, 137, 139; V2: 29, 57, 79, 81, 111, 137, 139 Precise Words: V1: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125; V2: 17, 18, 21, 35, 37, 39, 45, 61, 63, 65, 85, 87, 89, 97, 117, 119, 121, 125 Words to Go: V1: 14, 20, 34, 36, 38, 60, 62, 64, 68, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 152, T80-T81; V2: 14, 20, 34, 36, 38, 60, 62, 64, 70, 84, 86, 88, 92, 96, 116, 118, 120, 124, 128, 142, 144, 146, 150, T80-T81 Words to Know: V1: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73; V2: 9, 29, 31, 55, 57, 79, 81, 111, 137, T72-T73

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	English 3D Course C
Grades 9-10	
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Text evidence to support analysis of text, explicit/inferences: 71, 169, 235, 267
CCSS.ELA-Literacy.RL.9-10.2 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.	Theme/summary: 71, 169, 235
CCSS.ELA-Literacy.RL.9-10.3 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.	Plot/characters: 169, 235, 267
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RL.9-10.4 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).	Vocabulary: 70, 168, 234, 266
CCSS.ELA-Literacy.RL.9-10.5 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.	71, 235, 267
CCSS.ELA-Literacy.RL.9-10.6 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.	71, 235, 267
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RL.9-10.7 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	71, 267

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Breughel's <i>Landscape with the Fall of Icarus</i>).	
CCSS.ELA-Literacy.RL.9-10.8 (Not applicable to literature)	
CCSS.ELA-Literacy.RL.9-10.9 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).	267
<i>Range of Reading and Level of Text Complexity</i>	
CCSS.ELA-Literacy.RL.9-10.10 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.	Issues: SE: 32-33, 81-87, 122-129, 144-151
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Text evidence to support analysis of text, explicit/inferences: 8, 12, 14, 23, 27, 29, 31, 35, 41, 55, 59, 61, 63, 67, 89, 93, 95, 97, 99, 105, 121, 125, 127, 129, 131, 137, 155, 159, 161, 163, 165, 187, 191, 193, 195, 203, 221, 225, 227, 229, 253, 257, 259, 261
CCSS.ELA-Literacy.RI.9-10.2 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.	Main Idea/Summary: T80-T95, 8, 12, 14, 27, 29, 31, 59, 61, 63, 93, 95, 97, 125, 127, 129, 159, 161, 163, 191, 193, 195, 225, 227, 229, 257, 259, 261
CCSS.ELA-Literacy.RI.9-10.3 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.	Elaborating Ideas: 32, 41, 56, 72, 86, 90, 102, 118, 122, 134, 152, 156, 170, 184, 200, 222, 236, 250, 254 23, 41, 55, 71, 89, 105, 121, 137, 155, 187, 203, 221, 253, T25 In <i>Close Reading</i> activities, located in <u>Lesson 3</u> in each English 3D program Issue, the student is asked to respond with key evidence and details about content-related topics to the class. See pages: 23, 41, 55, 71, 89, 105, 121, 137, 155, 187, 203, 221, 253, T25
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a	Vocabulary: 19, 22, 26, 28, 30, 40, 51, 54, 58, 60, 62, 85, 88, 92, 94, 96, 104, 117, 120, 124, 126, 128, 136, 151, 154, 158, 160, 162, 183, 186, 190, 192, 194, 202, 217, 220, 224, 226, 228, 234, 249, 252, 256, 258, 260

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Common Core State Standards for English Language Arts	English 3D Course C
Grades 9-10	
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).	Interactive Whiteboard Tools: Vocabulary Builder
CCSS.ELA-Literacy.RI.9-10.5 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).	89, 105, 187, 253
CCSS.ELA-Literacy.RI.9-10.6 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.	121, 131, 137, 155, 187, 203
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RI.9-10.7 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.	Students have the opportunity to do this with each Issue. They are presented a data file at the beginning of the issue and then presented three texts. The academic writing and presentation that culminates the issue requires students to synthesize their understanding of the issue. TG: 42-43, 44-49, 74-75, 76-83, 106-107, 108-115, 138-139, 140-149, 172-173, 174-181, 204-205, 206-215, 238-239, 240-247, 270-271, 272-281
CCSS.ELA-Literacy.RI.9-10.8 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.	137, 138, 143, 203
CCSS.ELA-Literacy.RI.9-10.9 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.	Students have the opportunity to do this with each Issue. They are presented a data file at the beginning of the issue and then presented three texts. The academic writing and presentation that culminates the issue requires students to synthesize their understanding of the issue. See pages: 42-43, 44-49, 74-75, 76-83, 106-107, 108-115, 138-139, 140-149, 172-173, 174-181, 204-205, 206-215, 238-239, 240-247, 270-271, 272-281
<i>Range Of Reading and Level of Text Complexity</i>	
CCSS.ELA-Literacy.RI.9-10.10 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	Students read a variety of texts throughout the course. Each Issue focuses on one topic and includes a nonfiction article(s) and a cross-curricular text (technology, social studies, health, fine arts, science, economics).

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Grades 9-10	
comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	
Writing Standards	
<i>Text Types and Purposes</i>	
<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</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.</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.</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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Writing a Justification: 44-49 Writing a Justification Essay: 108-115 Writing an Argument Research Paper: 174-181, 240-247</p>
<p>CCSS.ELA-Literacy.W.9-10.2 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.</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.</p>	<p>Write a formal summary: 32-37, 64-69, 98-101, 130-133, 164-167, 196-199, 230-233, 262-265</p>

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<p>Grades 9-10</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.</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.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</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.</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).</p>	
<p>CCSS.ELA-Literacy.W.9-10.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</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 and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</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.</p>	

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Grades 9-10	
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
<i>Production and Distribution of Writing</i>	
CCSS.ELA-Literacy.W.9-10.4 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.)	Clear and coherent writing: 36-37, 32-37, 45-49, 64-69, 98-101, 130-133, 164-167, 196-199, 230-233, 262-265
CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	Writing Process: 36-37, 32-37, 45-49, 64-69, 98-101, 130-133, 164-167, 196-199, 230-233, 262-265 Interactive Whiteboard Tools: Writing Organizer
CCSS.ELA-Literacy.W.9-10.6 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.	Publish Using Technology: 37, 49
<i>Research to Build Knowledge</i>	
CCSS.ELA-Literacy.W.9-10.7 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.	Writing an Argument Research Paper: 174-181, 240-247
CCSS.ELA-Literacy.W.9-10.8 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	

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ideas, avoiding plagiarism and following a standard format for citation.	
<p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 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]”).</p> <p>b. Apply <i>grades 9–10 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”).</p>	Writing an Argument Research Paper: 174-181, 240-247
<i>Range of Writing</i>	
<p>CCSS.ELA-Literacy.W.9-10.10 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.</p>	<p>Writing an Argument Research Paper: 174-181, 240-247</p> <p>Ten-Minute Paper: T62-T63, 17, 21, 25, 39, 53, 57, 73, 87, 91, 103, 119, 123, 135, 153, 157, 171, 185, 189, 201, 219, 223, 237, 251, 255, 269</p> <p>Summarize: T80-T95, 8, 12, 14, 27, 31, 36-37, 59, 61, 63, 93, 95, 97, 125, 127, 129, 159, 161, 163, 191, 193, 195, 225, 227, 229, 257, 259, 261</p> <p>Writing a Justification: 44-49</p> <p>Writing a Justification Essay: 108-115</p> <p>Writing Process: 36-37, 32-37, 45-49, 64-69, 98-101, 130-133, 164-167, 196-199, 230-233, 262-265</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</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.</p> <p>b. Work with peers to set rules for</p>	<p>Collaborative conversations-facilitate a class discussion: 18, 20-21, 23, 24, 26, 27, 28, 30, 38, 39, 40, 41, 42, 43, 50-52, 54, 56, 60-62, 84-85, 88-89, 94-97</p> <p>Interactive Whiteboard Tools: Brainstormer, Debate Tracker</p> <p>Present claims: 21, 25, 38-39, 42-43, 52, 57, 74-75, 82-83, 86-87, 90-91, 102-103, 118-119, 122-123, 134-135, 148-149, 152-153, 156-157, 170-171, 184-185, 188-189, 200-201, 214-215, 218-219, 222-223, 236-237, 250-251, 254-255, 268-269, 270-271, 280-281</p>

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<p>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.</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.</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.</p>	
<p>CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Presentation Skills: 43, 75, 83, 107, 139, 173, 205, 215, 239, 271, 281</p>
<p>CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Delineate a speakers argument: 20-21, 43, 53, 57, 75, 83, 107, 139, 173, 205, 215, 239, 271, 281</p> <p>Interactive Whiteboard Tools: Debate Tracker</p>
<i>Presentation of Knowledge and Ideas</i>	
<p>CCSS.ELA-Literacy.SL.9-10.4 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.</p>	<p>Present claims: 21, 25, 38-39, 42-43, 52, 57, 74-75, 82-83, 86-87, 90-91, 102-103, 118-119, 122-123, 134-135, 148-149, 152-153, 156-157, 170-171, 184-185, 188-189, 200-201, 214-215, 218-219, 222-223, 236-237, 250-251, 254-255, 268-269, 270-271, 280-281</p>
<p>CCSS.ELA-Literacy.SL.9-10.5 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.</p>	<p>Include multimedia components in presentations: 205, 215</p>
<p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating</p>	<p>Presentation Skills: 43, 75, 83, 107, 139, 173, 205, 215, 239, 271, 281</p> <p>60-Second Speech: 82, 148</p> <p>Two-Minute Speech: 214-215, 280-281; TG: 214-215, 280-281</p>

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Common Core State Standards for English Language Arts	English 3D Course C
Grades 9-10	
command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	Take A Stand: T70-T71, 42, 74, 106, 138, 172, 204, 238, 270- Restate: 6, 10, 16, 20, 24, 38, 52, 56, 72, 86, 90, 102, 118, 122, 134, 152, 156, 170, 184, 188, 200, 218, 222, 236, 250, 254, 268 Debate: 42-43, 74-75, 138-139, 172-173, 204-205, 238-239, 270-271 Counterclaims: 174, 175, 179, 180, 206, 207, 209, 211, 212, 240, 241, 245, 246, 272, 273, 277, 278
Language Standards	
<i>Conventions in Standard English</i>	
CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* 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.	Conventions: T81, T87, T89, T91, T93, T95, 34, 46, 65, 78, 110, 175, 208, 209, 242, 243, 274, 275
CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	Conventions: T81, T87, T89, T91, T93, T95, 34, 46, 65, 78, 110, 175, 208, 209, 242, 243, 274, 275
<i>Knowledge of Language</i>	
CCSS.ELA-Literacy.L.9-10.3 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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	Conventions: T81, T87, T89, T91, T93, T95, 34, 46, 65, 78, 110, 175, 208, 209, 242, 243, 274, 275
<i>Vocabulary Acquisition and Use</i>	
CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of	Academic Vocabulary: T80, T82, T86, T88, T90, T92, T94 Words to Know: T58-T59, 19, 51, 70, 85, 117, 151, 168, 183, 217, 234, 249, 266 Words to Go: T64-T65, 7, 11, 13, 22, 26, 28, 30, 40, 54, 58, 60, 62, 88, 92, 94, 96, 104, 120, 124, 126, 128, 136, 154, 158, 160, 162, 186, 190, 194, 202, 220, 224, 226, 228, 252, 256, 258, 260

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	English 3D Course C
Grades 9-10	
<p>strategies.</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.</p> <p>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>).</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, or its etymology.</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).</p>	<p>Precise Words: 6, 9, 15, 20, 23, 24, 27, 29, 31, 33, 41, 52, 55, 59, 61, 63, 77, 86, 89, 90, 93, 95, 97, 102, 105, 110, 113, 118, 121, 125, 127, 129, 134, 137, 145, 152, 155, 156, 159, 161, 163, 170, 176, 184, 187, 188, 191, 193, 195, 200, 203, 208, 218, 221, 222, 225, 227, 229, 236, 250, 253, 254, 257, 259, 261, 268</p> <p>Interactive Whiteboard Tools: Vocabulary Builder</p>
<p>CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Figurative language, word-relationships, nuances: 6, 9, 15, 20, 23, 24, 27, 29, 31, 33, 41, 52, 55, 59, 61, 63, 77, 86, 89, 90, 93, 95, 97, 102, 105, 110, 113, 118, 121, 125, 127, 129, 134, 137, 139, 145, 152, 155, 156, 159, 161, 163, 169, 170, 176, 184, 187, 188, 191, 193, 195, 200, 203, 208, 218, 221, 222, 225, 227, 229, 236, 250, 253, 254, 257, 259, 261, 268</p>
<p>CCSS.ELA-Literacy.L.9-10.6 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.</p>	<p>Academic Vocabulary: T80, T82, T86, T88, T90, T92, T94</p> <p>Words to Know: T58-T59, 19, 51, 70, 85, 117, 151, 168, 183, 217, 234, 249, 266</p> <p>Words to Go: T64-T65, 7, 11, 13, 22, 26, 28, 30, 40, 54, 58, 60, 62, 88, 92, 94, 96, 104, 120, 124, 126, 128, 136, 154, 158, 160, 162, 186, 190, 194, 202, 220, 224, 226, 228, 252, 256, 258, 260</p> <p>Precise Words: 6, 9, 15, 20, 23, 24, 27, 29, 31, 33, 41, 52, 55, 59, 61, 63, 77, 86, 89, 90, 93, 95, 97, 102, 105, 110, 113, 118, 121, 125, 127, 129, 134, 137, 145, 152, 155, 156, 159, 161, 163, 170, 176, 184, 187, 188, 191, 193, 195, 200, 203, 208, 218, 221, 222, 225, 227, 229, 236, 250, 253, 254, 257, 259, 261, 268</p> <p>Interactive Whiteboard Tools: Vocabulary Builder</p>

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	<i>English 3D Course C</i>
Grades 11-12	
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RL.11-12.1 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 things uncertain.	Text evidence to support analysis of text, explicit/inferences: 71, 169, 235, 267
CCSS.ELA-Literacy.RL.11-12.2 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.	Theme/summary: 71, 169, 235
CCSS.ELA-Literacy.RL.11-12.3 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).	Plot/characters: 169, 235, 267
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RL.11-12.4 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.)	Vocabulary: 70, 168, 234, 266
CCSS.ELA-Literacy.RL.11-12.5 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.	71, 235, 267
CCSS.ELA-Literacy.RL.11-12.6 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).	71, 235, 267

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	English 3D Course C
Grades 11-12	
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RL.11-12.7 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.)	71, 267
CCSS.ELA-Literacy.RL.11-12.8 (Not applicable to literature)	
CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	
<i>Range and Level of Text Complexity</i>	
CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	Issues: SE: 32-33, 81-87, 122-129, 144-151
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
CCSS.ELA-Literacy.RI.11-12.1 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 things uncertain.	Text evidence to support analysis of text, explicit/inferences: 8, 12, 14, 23, 27, 29, 31, 35, 41, 55, 59, 61, 63, 67, 89, 93, 95, 97, 99, 105, 121, 125, 127, 129, 131, 137, 155, 159, 161, 163, 165, 187, 191, 193, 195, 203, 221, 225, 227, 229, 253, 257, 259, 261
CCSS.ELA-Literacy.RI.11-12.2 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	Main idea/summary: T80-T95, 8, 12, 14, 27, 29, 31, 59, 61, 63, 93, 95, 97, 125, 127, 129, 159, 161, 163, 191, 193, 195, 225, 227, 229, 257, 259, 261

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Common Core State Standards for English Language Arts	English 3D Course C
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the text.	
CCSS.ELA-Literacy.RI.11-12.3 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.	Elaborating Ideas: 32, 41, 56, 72, 86, 90, 102, 118, 122, 134, 152, 156, 170, 184, 200, 222, 236, 250, 254 23, 41, 55, 71, 89, 105, 121, 137, 155, 187, 203, 221, 253, T25 In <i>Close Reading</i> activities, located in <u>Lesson 3</u> in each English 3D program Issue, the student is asked to respond with key evidence and details about content-related topics to the class. See pages: 23, 41, 55, 71, 89, 105, 121, 137, 155, 187, 203, 221, 253, T25
<i>Craft and Structure</i>	
CCSS.ELA-Literacy.RI.11-12.4 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>Federalist</i> No. 10).	Vocabulary: 19, 22, 26, 28, 30, 40, 51, 54, 58, 60, 62, 85, 88, 92, 94, 96, 104, 117, 120, 124, 126, 128, 136, 151, 154, 158, 160, 162, 183, 186, 190, 192, 194, 202, 217, 220, 224, 226, 228, 234, 249, 252, 256, 258, 260 Interactive Whiteboard Tools: Vocabulary Builder
CCSS.ELA-Literacy.RI.11-12.5 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.	89, 105, 187, 253
CCSS.ELA-Literacy.RI.11-12.6 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.	121, 131, 137, 155, 187, 203
<i>Integration of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.RI.11-12.7 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.	Students have the opportunity to do this with each Issue. They are presented a data file at the beginning of the issue and then presented three texts. The academic writing and presentation that culminates the issue requires students to synthesize their understanding of the issue. See pages: 42-43, 44-49, 74-75, 76-83, 106-107, 108-115, 138-139, 140-149, 172-173, 174-181, 204-205, 206-215, 238-239, 240-247, 270-271, 272-281
CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	English 3D Course C
Grades 11-12	
<p>CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>Students are presented texts on similar topics with each Issue. When they use the ideas presented to present and justify their ideas, they must compare and evaluate information presented. See pages: 172-173, 174-181, 238-239, 240-247, 270-271, 272-281</p>
<i>Range Of Reading and Level of Text Complexity</i>	
<p>CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>Students read a variety of texts throughout the course. Each Issue focuses on one topic and includes a nonfiction article(s) and a cross-curricular text (technology, social studies, health, fine arts, science, economics).</p>
Writing Standards	
<i>Text Types and Purposes</i>	
<p>CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Writing a Justification: 44-49 Writing a Justification Essay: 108-115 Writing an Argument Research Paper: 174-181, 240-247</p>
<p>CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>	<p>Write a formal summary: 32-37, 64-69, 98-101, 130-133, 164-167, 196-199, 230-233, 262-265</p>

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<p>effective selection, organization, and analysis of content.</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.</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.</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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</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.</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).</p>	
<p>CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</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.</p> <p>b. Use narrative techniques, such</p>	

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<p>as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</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).</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.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<i>Production and Distribution of Writing</i>	
<p>CCSS.ELA-Literacy.W.11-12.4 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.)</p>	Clear and coherent writing: 36-37, 32-37, 45-49, 64-69, 98-101, 130-133, 164-167, 196-199, 230-233, 262-265
<p>CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p>	Writing Process: 36-37, 32-37, 45-49, 64-69, 98-101, 130-133, 164-167, 196-199, 230-233, 262-265 Interactive Whiteboard Tools: Writing Organizer
<p>CCSS.ELA-Literacy.W.11-12.6 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.</p>	Publish Using Technology: 37, 49
<i>Research to Build and Present Knowledge</i>	
<p>CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a</p>	Writing an Argument Research Paper: 174-181, 240-247

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<p>problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	
<p>CCSS.ELA-Literacy.W.11-12.8 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 over reliance on any one source and following a standard format for citation.</p>	
<p>CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>Writing an Argument Research Paper: 174-181, 240-247</p>
<i>Range of Writing</i>	
<p>CCSS.ELA-Literacy.W.11-12.10 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.</p>	<p>Writing an Argument Research Paper: 174-181, 240-247 Ten-Minute Paper: T62-T63, 17, 21, 25, 39, 53, 57, 73, 87, 91, 103, 119, 123, 135, 153, 157, 171, 185, 189, 201, 219, 223, 237, 251, 255, 269 Summarize: T80-T95, 8, 12, 14, 27, 31, 36-37, 59, 61, 63, 93, 95, 97, 125, 127, 129, 159, 161, 163, 191, 193, 195, 225, 227, 229, 257, 259, 261 Writing a Justification: 44-49 Writing a Justification Essay: 108-115 Writing Process: 36-37, 32-37, 45-49, 64-69, 98-101, 130-133, 164-167, 196-199, 230-233, 262-265</p>

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Common Core State Standards for English Language Arts	English 3D Course C
Grades 11-12	
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <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.</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.</p>	<p>Collaborative conversations-facilitate a class discussion: 18, 20-21, 23, 24, 26, 27, 28, 30, 38, 39, 40, 41, 42, 43, 50-52, 54, 56, 60-62, 84-85, 88-89, 94-97</p> <p>Interactive Whiteboard Tools: Brainstormer, Debate Tracker</p> <p>Present claims: 21, 25, 38-39, 42-43, 52, 57, 74-75, 82-83, 86-87, 90-91, 102-103, 118-119, 122-123, 134-135, 148-149, 152-153, 156-157, 170-171, 184-185, 188-189, 200-201, 214-215, 218-219, 222-223, 236-237, 250-251, 254-255, 268-269, 270-271, 280-281</p>
<p>CCSS.ELA-Literacy.SL.11-12.2 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.</p>	<p>Presentation Skills: 43, 75, 83, 107, 139, 173, 205, 215, 239, 271, 281</p>
<p>CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker’s point of view,</p>	<p>Delineate a speakers argument: 20-21, 43, 53, 57, 75, 83, 107, 139, 173, 205, 215, 239, 271, 281</p>

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reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Interactive Whiteboard Tools: Debate Tracker
<i>Presentation of Knowledge and Ideas</i>	
CCSS.ELA-Literacy.SL.11-12.4 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.	Present claims: 21, 25, 38-39, 42-43, 52, 57, 74-75, 82-83, 86-87, 90-91, 102-103, 118-119, 122-123, 134-135, 148-149, 152-153, 156-157, 170-171, 184-185, 188-189, 200-201, 214-215, 218-219, 222-223, 236-237, 250-251, 254-255, 268-269, 270-271, 280-281
CCSS.ELA-Literacy.SL.11-12.5 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.	Include multimedia components in presentations: 205, 215
CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	Presentation Skills: 43, 75, 83, 107, 139, 173, 205, 215, 239, 271, 281 60-Second Speech: 82, 148 Two-Minute Speech: 214-215, 280-281; TG: 214-215, 280-281 Take A Stand: T70-T71, 42, 74, 106, 138, 172, 204, 238, 270- Restate: 6, 10, 16, 20, 24, 38, 52, 56, 72, 86, 90, 102, 118, 122, 134, 152, 156, 170, 184, 188, 200, 218, 222, 236, 250, 254, 268 Debate: 42-43, 74-75, 138-139, 172-173, 204-205, 238-239, 270-271 Counterclaims: 174, 175, 179, 180, 206, 207, 209, 211, 212, 240, 241, 245, 246, 272, 273, 277, 278
Language Standards	
<i>Conventions of Standard English</i>	
CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 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.	Conventions: T81, T87, T89, T91, T93, T95, 34, 46, 65, 78, 110, 175, 208, 209, 242, 243, 274, 275
CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English	Conventions: T81, T87, T89, T91, T93, T95, 34, 46, 65, 78, 110, 175, 208, 209, 242, 243, 274, 275

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capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	
<i>Knowledge of Language</i>	
CCSS.ELA-Literacy.L.11-12.3 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. a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Conventions: T81, T87, T89, T91, T93, T95, 34, 46, 65, 78, 110, 175, 208, 209, 242, 243, 274, 275
<i>Vocabulary Acquisition and Use</i>	
CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>). 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. 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).	Academic Vocabulary: T80, T82, T86, T88, T90, T92, T94 Words to Know: T58-T59, 19, 51, 70, 85, 117, 151, 168, 183, 217, 234, 249, 266 Words to Go: T64-T65, 7, 11, 13, 22, 26, 28, 30, 40, 54, 58, 60, 62, 88, 92, 94, 96, 104, 120, 124, 126, 128, 136, 154, 158, 160, 162, 186, 190, 194, 202, 220, 224, 226, 228, 252, 256, 258, 260 Precise Words: 6, 9, 15, 20, 23, 24, 27, 29, 31, 33, 41, 52, 55, 59, 61, 63, 77, 86, 89, 90, 93, 95, 97, 102, 105, 110, 113, 118, 121, 125, 127, 129, 134, 137, 145, 152, 155, 156, 159, 161, 163, 170, 176, 184, 187, 188, 191, 193, 195, 200, 203, 208, 218, 221, 222, 225, 227, 229, 236, 250, 253, 254, 257, 259, 261, 268 Interactive Whiteboard Tools: Vocabulary Builder
CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word	Figurative language, word-relationships, nuances: 6, 9, 15, 20, 23, 24, 27, 29, 31, 33, 41, 52, 55, 59, 61, 63, 77, 86, 89, 90, 93, 95, 97, 102, 105, 110, 113, 118, 121, 125, 127, 129, 134, 137, 139, 145, 152, 155, 156, 159, 161, 163, 169, 170, 176, 184, 187, 188, 191, 193, 195, 200, 203, 208, 218,

English 3D: Courses A–C, Correlated to the Common Core State Standards, Grades 4-12

Common Core State Standards for English Language Arts	English 3D Course C
Grades 11-12	
meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	221, 222, 225, 227, 229, 236, 250, 253, 254, 257, 259, 261, 268
CCSS.ELA-Literacy.L.11-12.6 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.	Academic Vocabulary: T80, T82, T86, T88, T90, T92, T94 Words to Know: T58-T59, 19, 51, 70, 85, 117, 151, 168, 183, 217, 234, 249, 266 Words to Go: T64-T65, 7, 11, 13, 22, 26, 28, 30, 40, 54, 58, 60, 62, 88, 92, 94, 96, 104, 120, 124, 126, 128, 136, 154, 158, 160, 162, 186, 190, 194, 202, 220, 224, 226, 228, 252, 256, 258, 260 Precise Words: 6, 9, 15, 20, 23, 24, 27, 29, 31, 33, 41, 52, 55, 59, 61, 63, 77, 86, 89, 90, 93, 95, 97, 102, 105, 110, 113, 118, 121, 125, 127, 129, 134, 137, 145, 152, 155, 156, 159, 161, 163, 170, 176, 184, 187, 188, 191, 193, 195, 200, 203, 208, 218, 221, 222, 225, 227, 229, 236, 250, 253, 254, 257, 259, 261, 268 Interactive Whiteboard Tools: Vocabulary Builder