

Common Core Priorities for English Language Arts and Literacy

- **Students should read texts of sufficient complexity and range**
- Students should answer text dependent questions that illuminate the text.
- Students need to analyze, infer and give evidence.
- Students should write to sources.
- Students should have experience with short focused research projects
- **Students need to be able to make and support written and oral arguments.**
- Classroom activities should help student build academic vocabulary

	HCPS III	Common Core State Standards
Benchmark /Standard	<p>LA 7.4.1 Range of Writing: Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:</p> <ul style="list-style-type: none"> • narratives with clear conflict and satisfying resolution • poems that experiment with poetic forms (i.e., limerick, ballad, free verse) • reports that incorporate research in the form of quotations, paraphrases, and summaries • persuasive letters or statements • responses to literature • functional pieces that complete a task or fulfill a civic responsibility • pieces to reflect on learning and to solve problems 	<p>7.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</p>
Task	<p>The student: Writes narratives incorporating the major components with an emphasis on a conflict satisfyingly resolved; poems in different but appropriate forms; reports incorporating research in various formats; letters to a person or institution that attempt to persuade the receiver to undertake a course of action or change in thought; responses to literature; functional pieces like fax cover sheets and library request forms; and reflections that record what has been learned</p>	<p>See attached performance task</p>

	or chart the thinking process.	
Benchmark/Standard	LA.11.2.1 Reading Comprehension: Use a variety of criteria (e.g., clarity, accuracy, author's bias, use of persuasion) to evaluate information	CC.11-12.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Task	The student: Separates the argument being made or the position being taken from the evidence in support of the argument or position. Uses criteria such as clarity, accuracy, author's bias, and persuasive techniques to evaluate the evidence and decides whether it is relevant and reliable. Decides whether or not the argument or position is warranted.	Text complexity will be assessed within the context of the performance tasks.