

California Common Core Standards

Introduction to the *English Language Arts* Overview

The content of the California Common Core Standards are similar to our current standards. Outlined below are some of the major shifts and areas of emphasis in the California Common Core Standards seen across all grades, K-12.

MAJOR SHIFTS

Organization of Writing Applications

While the '97 standards specifically identified various writing applications, the California Common Core Standards organize the writing applications into three text type categories:

- Write Opinions (K-5); Write Arguments (6-12)
- Write Informative/Explanatory Texts
- Write Narratives

Shared Responsibility for Teaching the Standards

- A single set of K-5 grade-specific standards
- Two content-area specific sections for grades 6-12
 - One set of standards for English language arts teachers
 - One set of literacy standards for history/social studies, science, and technical subject teachers

AREAS OF EMPHASIS

- **Focus on Text Complexity**
Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.
- **Emphasis on Reading and Writing across the Curriculum**
The standards emphasize the connection between reading and writing and the purposeful use of each to gain both general knowledge and discipline-specific expertise.
- **Emphasis on Informational Text**
The structure of the standards highlights the emphasis on informational text. In all grades there are an equal number of standards for Literature and Informational Text. Additionally, the set of standards for history/social studies, science, and technical subject teachers in Grades 6-12 allows for students to read an increased percentage of informational text.
- **Emphasis on Collaborative Conversations**
Speaking and Listening standards call for students to engage effectively in a range of collaborative discussions.
- **Emphasis on Writing Arguments and Drawing Evidence from Sources**
The standards place an emphasis on writing to persuade and explain; less emphasis is placed on narrative writing.
- **Emphasis on Integrating Media Sources**
Research and media skills are incorporated in all four strands of the standards rather than being called out as a separate strand.

SNAPSHOT

The following section is a summary snapshot of the changes highlighted in the Common Core State Standards (CCSS). The left column represents topics that are new or highlighted in the CCSS, and the right-hand column provides a sample discussion or writing prompt that a student might encounter at each grade level. While not an exhaustive list, this chart should help familiarize you with many of the California Common Core Standards and allow you to communicate with parents about their student's grade-level content.

**California Common Core Standards
English Language Arts Snapshot**

Kindergarten

Exemplars of what standards are new or highlighted at each grade level	Sample Discussion/Writing Prompt
<ul style="list-style-type: none"> ▪ With prompting and support, identify the reasons an author gives to support points in a text (<i>Reading: Informational Text 8</i>) ▪ Associate long vowel sounds with common spellings; previous standards only called out short vowel sounds (<i>Reading: Foundational Skills 3b</i>) ▪ Opinion, informative/explanatory, and narrative writing explicitly called out (<i>Writing 1-3</i>) ▪ With guidance and support from adults, explore a variety of digital tools to produce and publish writing (<i>Writing 6</i>) ▪ Participate in shared research and writing projects (<i>Writing 7</i>) ▪ Participate in collaborative conversations following agreed-upon rules (<i>Speaking and Listening 1</i>) ▪ Demonstrate command of conventions including frequently occurring nouns, verbs, prepositions; regular plural nouns; understand and use question words (<i>Language 1a-f</i>) ▪ Determine meanings of multiple-meaning words and use inflections and affixes as a clue to meaning (<i>Language 4</i>) ▪ Identify frequently occurring verbs and adjectives and their antonyms (<i>Language 5b</i>) 	<p>Sample Opinion Prompt</p> <p>Teacher Directions to Students (after reading a passage titled "The Best Pet"):</p> <ul style="list-style-type: none"> • What do you think? Which pet is best—a cat or a dog? • Turn and talk to a partner about which pet you chose. Be sure to tell your partner WHY you picked that pet. • Now, use this paper to draw a picture of the pet you chose. I will help you write words under your picture to tell more about your choice. <p>(Kindergarten students may use a combination of drawing, dictating, and writing to compose their responses.)</p>

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Grade 1

Exemplars of what standards are new or highlighted at each grade level	Sample Discussion/Writing Prompt
<ul style="list-style-type: none"> ▪ Explain major differences between books that tell stories and books that give information (<i>Reading: Literature 5</i>) ▪ Identify who is telling the story at various points in a text (<i>Reading: Literature 6</i>) ▪ Know and use various text features to locate key facts or information in a text (<i>Reading: Informational Text 5</i>) ▪ Identify the reasons an author gives to support points in a text (<i>Reading: Informational Text 8</i>) ▪ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word (<i>Reading: Foundational Skills 3d</i>) ▪ Decode two-syllable words following basic syllable patterns (<i>Reading: Foundational Skills 3e</i>) ▪ Opinion, informative/explanatory, and narrative writing (<i>Writing 1-3</i>) ▪ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (<i>Writing 6</i>) ▪ Participate in shared research and writing projects (<i>Writing 7</i>) ▪ Participate in collaborative conversations following agreed-upon rules and asking pertinent questions (<i>Speaking and Listening 1</i>) 	<p>Sample Opinion Prompt</p> <p>Teacher Directions to Students (after reading a passage titled "The Best Pet"):</p> <p>PART 1 - To help you think about the question before writing:</p> <ul style="list-style-type: none"> • Listen to the story carefully as your teacher reads aloud. • Listen to the question again: <div style="text-align: center;">Which kind of pet is best, a cat or a dog?</div> • THINK! Decide which is the best pet. • Tell a partner which pet you chose. Then, tell your partner WHY you are picking that pet. <p>PART 2 - Now, you are going to write an opinion piece that answers this question:</p> <div style="text-align: center;">Which kind of pet is best, a cat or a dog?</div> <ul style="list-style-type: none"> • Listen to the story again. • What pet is best for you, a cat or a dog? Why? • Write your answer. Be sure to pick either a cat or a dog and explain why this kind of pet is best. You may look back in the story for ideas. Write as much as you can. Use as much paper as you need.

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Grade 2

Exemplars of what standards are new or highlighted at each grade level	Sample Discussion/Writing Prompt
<ul style="list-style-type: none"> ▪ Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text (<i>Reading: Informational Text 2</i>) ▪ Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (<i>Reading: Informational Text 3</i>) ▪ Know and use various text features to locate key facts or information in a text efficiently (<i>Reading: Informational Text 5</i>) ▪ Describe how reasons support specific points the author makes in a text (<i>Reading: Informational Text 8</i>) ▪ Read and comprehend literature and informational text in the grades 2–3 text complexity band proficiently (<i>Reading: Literature and Informational Text 10</i>) ▪ Opinion, informative/explanatory, and narrative writing (<i>Writing 1-3</i>) ▪ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (<i>Writing 6</i>) ▪ Participate in shared research and writing projects (<i>Writing 7</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Participate in collaborative conversations following agreed-upon rules and asking pertinent questions and linking comments to remarks of others (<i>Speaking and Listening 1</i>) 	<p>Sample Opinion Prompt</p> <p>Teacher Directions to Students (after reading the passages titled “The Best Pet” and “Dog or Cat?”):</p> <p>PART 1 To help you think about the question before writing:</p> <ul style="list-style-type: none"> • Listen to the story, “The Best Pet” carefully as your teacher reads it aloud. • Listen to the question again: Which kind of pet is best, a cat or a dog? • THINK! Decide which is the best pet. • Tell a partner which pet you chose. Then, tell your partner WHY you picked that pet. • Now, listen to the article, “Dog or Cat?” • Now that you have some more information, think about the question again: Which kind of pet is best, a cat or a dog? • Explain your thinking to a partner. Be sure to use facts and reasons when explaining your opinion. <p>PART 2 Now that you have finished Part 1, you will write your piece.</p> <ul style="list-style-type: none"> • Listen to the story and the article again. • What pet is best for you, a cat or a dog? Why? • Write your answer. Be sure to pick either a cat or a dog and explain why this kind of pet is best. You may look back in the text for ideas. Write as much as you can. Use as much paper as you need.

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Grade 3

Exemplars of what standards are new or highlighted at each grade level	Sample Discussion/Writing Prompt
<ul style="list-style-type: none"> ▪ Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (<i>Reading: Literature 4</i>) ▪ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (<i>Reading: Informational Text 3</i>) ▪ Determine the meaning of general academic and domain specific words and phrases (<i>Reading: Informational Text 4</i>) ▪ Use text features and search tools to locate information relevant to a given topic efficiently (<i>Reading: Informational Text 5</i>) ▪ Read and comprehend literature and informational text in the grades 2–3 text complexity band proficiently (<i>Reading: Literature and Informational Text 10</i>) ▪ Write opinion pieces on topics or texts, supporting a point of view with reasons (<i>Writing 1</i>) ▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly (<i>Writing 2</i>) ▪ With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others (<i>Writing 6</i>) ▪ Conduct short research projects that build knowledge about a topic (<i>Writing 7</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) 	<p>Sample Opinion Prompt</p> <p>Teacher Directions to Students (after reading the passages titled “Why Cats Make Better Pets” and “Why Dogs Make Better Pets”):</p> <p>Which kind of pet is best, a cat or a dog?</p> <p>PART 1</p> <ul style="list-style-type: none"> • Give out the assignment sheet and read it aloud together to clarify the task for the students. • Give each student a copy of “Why Cats Make Better Pets than Dogs.” Explain that they may want to underline or take notes on the article as you read it aloud. Read the article aloud. • Pose the question, “Why might a cat make a good pet?” <p>Remind students to use the article and their notes when thinking through their response. Have students turn and talk to a partner about this question.</p> <ul style="list-style-type: none"> • Give each student a copy of “Why Dogs make Good Pets.” <p>Remind students that they may want to underline or take notes on the article. Read the article aloud.</p> <ul style="list-style-type: none"> • Pose the question, “Why might a dog make a good pet?” <p>Remind students to use the article and their notes when thinking through their response. Have students turn and talk to a partner about this question.</p> <p>Which kind of pet is best, a cat or a dog?</p> <p>PART 2</p> <ul style="list-style-type: none"> • Ask students to think about both articles. Which pet would be best? Why? Have students turn and talk to a partner about this. • Give students the remainder of the period to write their responses. Remind them to use examples and details from the articles.

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Grade 4

Exemplars of what standards are new or highlighted at each grade level	Sample Discussion/Writing Prompt
<ul style="list-style-type: none"> ▪ Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (<i>Reading: Literature 4</i>) ▪ Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations (<i>Reading: Literature 6</i>) ▪ Read and comprehend literature and informational text in the grades 4-5 text complexity band proficiently (<i>Reading: Literature and Informational Text 10</i>) ▪ Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text (<i>Reading: Informational Text 3</i>) ▪ Determine the meaning of general academic and domain specific words and phrases (<i>Reading: Informational Text 4</i>) ▪ Compare and contrast a firsthand and secondhand account of the same event or topic phrases (<i>Reading: Informational Text 6</i>) ▪ Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text (<i>Reading: Informational Text 7</i>) ▪ Write opinion pieces on topics or texts, supporting a point of view with reasons and information (<i>Writing 1</i>) ▪ With guidance and support from adults, use technology, including the Internet, to produce and publish writing; keyboarding skills (<i>Writing 6</i>) ▪ Conduct short research projects that build knowledge about a topic (<i>Writing 7</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) 	<p>Sample Opinion Prompt</p> <p>Teacher Directions to Students (after reading the passages titled “Why Cats Make Better Pets” and “Why Dogs Make Better Pets”):</p> <p>Which kind of pet is best, a cat or a dog?</p> <p>PART 1</p> <ul style="list-style-type: none"> • Give out the assignment sheet and read it aloud together to clarify the task for the students. • Give each student a copy of “Why Cats Make Better Pets than Dogs.” Explain that they may want to underline or take notes on the article as you read it aloud. Read the article aloud. • Pose the question, “Why might a cat make a good pet?” <p>Remind students to use the article and their notes when thinking through their response. Have students turn and talk to a partner about this question.</p> <ul style="list-style-type: none"> • Give each student a copy of “Why Dogs make Good Pets.” <p>Remind students that they may want to underline or take notes on the article. Read the article aloud.</p> <ul style="list-style-type: none"> • Pose the question, “Why might a dog make a good pet?” <p>Remind students to use the article and their notes when thinking through their response. Have students turn and talk to a partner about this question.</p> <p>Which kind of pet is best, a cat or a dog?</p> <p>PART 2</p> <ul style="list-style-type: none"> • Ask students to think about both articles. Which pet would be best? Why? Have students turn and talk to a partner about this. • Give students the remainder of the period to write their responses. Remind them to use examples and details from the articles.

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Grade 5

Exemplars of what standards are new or highlighted at each grade level	Sample Discussion/Writing Prompt
<ul style="list-style-type: none"> ▪ Describe how a narrator's or speakers' point of view influences how events are described (<i>Reading: Literature 6</i>) ▪ Read and comprehend literature and informational text in the grades 4-5 text complexity band proficiently (<i>Reading: Literature and Informational Text 10</i>) ▪ Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text (<i>Reading: Informational Text 3</i>) ▪ Determine the meaning of general academic and domain specific words and phrases (<i>Reading: Informational Text 4</i>) ▪ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (<i>Reading: Informational Text 6</i>) ▪ Write opinion pieces on topics or texts, supporting a point of view with reasons and information (<i>Writing 1</i>) ▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly (<i>Writing 2</i>) ▪ With guidance and support from adults, use technology, including the Internet, to produce and publish writing; keyboarding skills (<i>Writing 6</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) 	<p>Sample Opinion Prompt</p> <p>Teacher Directions to Students (after reading the passages titled "Why Cats Make Better Pets," "Why Dogs Make Better Pets," and "Pet Statistics"):</p> <p>Which kind of pet is best, a cat or a dog?</p> <p>PART 1</p> <ul style="list-style-type: none"> • Give out the assignment sheet and read it aloud together to clarify the task for the students. • Give each student a copy of "Why Cats Make Better Pets than Dogs." Explain that they may want to underline or take notes on the article as you read it aloud. Read the article aloud. • Pose the question, "Why might a cat make a good pet?" Remind students to use the article and their notes when thinking through their response. Have students turn and talk to a partner about this question. • Give each student a copy of "Why Dogs make Good Pets." Remind students that they may want to underline or take notes on the article. Read the article aloud. • Pose the question, "Why might a dog make a good pet?" Remind students to use the article and their notes when thinking through their response. Have students turn and talk to a partner about this question. <p>PART 2</p> <ul style="list-style-type: none"> • Ask students to think about both articles. Which pet would be best? Why? Have students turn and talk to a partner about this. • Give students the remainder of the period to write their responses. Remind them to use examples and details from the articles.

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Grade 6

Exemplars of what standards are new or highlighted at each grade level	Sample Discussion/Writing Prompt
<ul style="list-style-type: none"> ▪ Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics (<i>Reading: Literature 9</i>) ▪ Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue (<i>Reading: Informational Text 7</i>) ▪ Compare and contrast one author’s presentation of events with that of another (<i>Reading: Informational Text 9</i>) ▪ Write argumentative, informative/explanatory, and narrative texts (<i>Writing 1-3</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) ▪ Interpret information presented in diverse media formats and explain how it contributes to a topic, text, or issue under study (<i>Speaking and Listening 2</i>) ▪ Distinguish among the connotations of words with similar denotations (<i>Language 5c</i>) <p>New Sets of Standards for...</p> <ul style="list-style-type: none"> ▪ Reading Standards for Literacy in History/Social Studies ▪ Reading Standards for Literacy Science and Technical Subjects ▪ Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 	<p>Sample Argument Prompt</p> <p>A group of parents and teachers in your school have made a proposal to the school board. In their proposal, they are suggesting that the school join in a national movement called “Shut Down Your Screen Week.” The parents and teachers in the group believe that not using any electronic media for an entire week would be good for students for many reasons. They have taken the proposal to a teachers’ meeting, so that teachers can discuss the issue of whether or not to ask their students to participate in the “Shut Down Your Screen Week.” The teachers have decided they would like to hear from the students before they decide. This is not a simple issue, so you need to think very carefully about it. You have three texts to read relating to the issue: “Social Media as Community,” “Is Google Making Us Stupid?” and “Attached to Technology and Paying a Price.” As you read and reread these texts, think about what they show you about the issue. Think about what position you will take and what evidence you will use to support your thinking. Finally, write an essay in the form of a letter to the teachers, explaining your thinking. For the essay, your Focusing Question is:</p> <p style="text-align: center;">Should your school participate in the national “Shut Down Your Screen Week?”</p> <p>Be sure to use evidence from the texts, as well as your own knowledge, to support and develop your thinking.</p>

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Grade 7

Exemplars of what standards are new or highlighted at each grade level	Sample Discussion/Writing Prompt
<ul style="list-style-type: none"> ▪ Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (<i>Reading: Informational Text 7</i>) ▪ Analyze how two or more authors writing about the same topic share their presentation (<i>Reading: Informational Text 9</i>) ▪ Write argumentative, informative/explanatory, and narrative texts (<i>Writing 1-3</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) ▪ Distinguish among the connotations of words with similar denotations (<i>Language 5c</i>) <p>New Sets of Standards for...</p> <ul style="list-style-type: none"> ▪ Reading Standards for Literacy in History/Social Studies ▪ Reading Standards for Literacy Science and Technical Subjects ▪ Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 	<p>Sample Argument Prompt</p> <p>A group of parents and teachers in your school have made a proposal to the school board. In their proposal, they are suggesting that the school join in a national movement called "Shut Down Your Screen Week." The parents and teachers in the group believe that not using any electronic media for an entire week would be good for students for many reasons. They have taken the proposal to a teachers' meeting, so that teachers can discuss the issue of whether or not to ask their students to participate in the "Shut Down Your Screen Week." The teachers have decided they would like to hear from the students before they decide. This is not a simple issue, so you need to think very carefully about it. You have three texts to read relating to the issue: "Social Media as Community," "Is Google Making Us Stupid?" and "Attached to Technology and Paying a Price." As you read and reread these texts, think about what they show you about the issue. Think about what position you will take and what evidence you will use to support your thinking. Finally, write an essay in the form of a letter to the teachers, explaining your thinking. For the essay, your Focusing Question is:</p> <p style="text-align: center;">Should your school participate in the national "Shut Down Your Screen Week?"</p> <p>Be sure to use evidence from the texts, as well as your own knowledge, to support and develop your thinking.</p>

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Grade 8

Exemplars of what standards are new or highlighted at each grade level	Sample Discussion/Writing Prompt
<ul style="list-style-type: none"> ▪ Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea (<i>Reading: Informational Text 7</i>) ▪ Write argumentative, informative/explanatory, and narrative texts (<i>Writing 1-3</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) ▪ Distinguish among the connotations of words with similar denotations (<i>Language 5c</i>) <p>New Sets of Standards for...</p> <ul style="list-style-type: none"> ▪ Reading Standards for Literacy in History/Social Studies ▪ Reading Standards for Literacy Science and Technical Subjects ▪ Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 	<p>Sample Argument Prompt</p> <p>A group of parents and teachers in your school have made a proposal to the school board. In their proposal, they are suggesting that the school join in a national movement called “Shut Down Your Screen Week.” The parents and teachers in the group believe that not using any electronic media for an entire week would be good for students for many reasons. They have taken the proposal to a teachers’ meeting, so that teachers can discuss the issue of whether or not to ask their students to participate in the “Shut Down Your Screen Week.” The teachers have decided they would like to hear from the students before they decide. This is not a simple issue, so you need to think very carefully about it. You have three texts to read relating to the issue: “Social Media as Community,” “Is Google Making Us Stupid?” and “Attached to Technology and Paying a Price.” As you read and reread these texts, think about what they show you about the issue. Think about what position you will take and what evidence you will use to support your thinking. Finally, write an essay in the form of a letter to the teachers, explaining your thinking. For the essay, your Focusing Question is:</p> <p style="text-align: center;">Should your school participate in the national “Shut Down Your Screen Week?”</p> <p>Be sure to use evidence from the texts, as well as your own knowledge, to support and develop your thinking.</p>

**California Common Core Standards
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Grades 9-10

Exemplars of what standards are new or highlighted at each grade level	Sample Discussion/Writing Prompt
<ul style="list-style-type: none"> ▪ 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 (<i>Reading: Literature 6</i>) ▪ Analyze how an author draws on and transforms source material in a specific work (<i>Reading: Literature 9</i>) ▪ Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account (<i>Reading: Informational Text 7</i>) ▪ Write argumentative, informative/explanatory, and narrative texts (<i>Writing 1-3</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Initiate and participate effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) <p>New Sets of Standards for...</p> <ul style="list-style-type: none"> ▪ Reading Standards for Literacy in History/Social Studies ▪ Reading Standards for Literacy Science and Technical Subjects ▪ Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 	<p>Sample Argument Prompt</p> <p>A group of parents and teachers in your school have made a proposal to the school board. In their proposal, they are suggesting that the school join in a national movement called “Shut Down Your Screen Week.” The parents and teachers in the group believe that not using any electronic media for an entire week would be good for students for many reasons. They have taken the proposal to a teachers’ meeting, so that teachers can discuss the issue of whether or not to ask their students to participate in the “Shut Down Your Screen Week.” The teachers have decided they would like to hear from the students before they decide. This is not a simple issue, so you need to think very carefully about it. You have three texts to read relating to the issue: “Social Media as Community,” “Is Google Making Us Stupid?” and “Attached to Technology and Paying a Price.” As you read and reread these texts, think about what they show you about the issue. Think about what position you will take and what evidence you will use to support your thinking. Finally, write an essay in the form of a letter to the teachers, explaining your thinking. For the essay, your Focusing Question is:</p> <p style="text-align: center;">Should your school participate in the national “Shut Down Your Screen Week?”</p> <p>Be sure to use evidence from the texts, as well as your own knowledge, to support and develop your thinking.</p>

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Grades 11-12

Exemplars of what standards are new or highlighted at each grade level	Sample Discussion/Writing Prompt
<ul style="list-style-type: none"> ▪ Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text (<i>Reading: Literature 7</i>) ▪ Delineate and evaluate the reasoning in seminal U.S. texts (<i>Reading: Informational Text 8</i>) ▪ Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (<i>Reading: Informational Text 9</i>) ▪ Write argumentative, informative/explanatory, and narrative texts (<i>Writing 1-3</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Initiate and participate effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) ▪ Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used (<i>Speaking and Listening 3</i>) <p>New Sets of Standards for...</p> <ul style="list-style-type: none"> ▪ Reading Standards for Literacy in History/Social Studies ▪ Reading Standards for Literacy Science and Technical Subjects ▪ Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 	<p>Sample Argument Prompt</p> <p>A group of parents and teachers in your school have made a proposal to the school board. In their proposal, they are suggesting that the school join in a national movement called “Shut Down Your Screen Week.” The parents and teachers in the group believe that not using any electronic media for an entire week would be good for students for many reasons. They have taken the proposal to a teachers’ meeting, so that teachers can discuss the issue of whether or not to ask their students to participate in the “Shut Down Your Screen Week.” The teachers have decided they would like to hear from the students before they decide. This is not a simple issue, so you need to think very carefully about it. You have three texts to read relating to the issue: “Social Media as Community,” “Is Google Making Us Stupid?” and “Attached to Technology and Paying a Price.” As you read and reread these texts, think about what they show you about the issue. Think about what position you will take and what evidence you will use to support your thinking. Finally, write an essay in the form of a letter to the teachers, explaining your thinking. For the essay, your Focusing Question is:</p> <p style="text-align: center;">Should your school participate in the national “Shut Down Your Screen Week?”</p> <p>Be sure to use evidence from the texts, as well as your own knowledge, to support and develop your thinking.</p>