

Core Content Connectors: Habits and Dispositions

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The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



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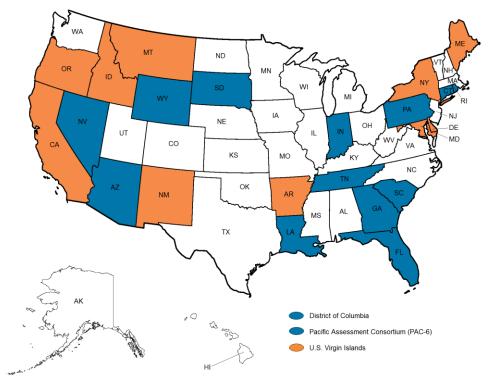
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NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



^{*}Core partner states are blue in color and Tier II states are orange in color

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¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.











150 Pillsbury Drive SE 207 Pattee Hall Minneapolis, MN 55455 Phone: 612-708-6960 Fax: 612-624-0879 www.ncscpartners.org



Core Content Connectors: Habits and Dispositions

Shawnee Y. Wakeman Angel Lee

For their support:

Karin Hess
Brian Kissel
Adriana Medina
Chandra Orrill
Drew Polly
Bob Rickelman
Jeri Thompson
Jean Vintinner
NCSC State Partners

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Grade K

E.HD.a recognizing that reading should "make sense" and that writing "carries a message"			
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard	
K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?"	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently. Craft and Structure	K.RL.10 Actively engage in group reading activities with purpose and understanding.	
	R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	K.RL.5 Recognize common types of texts (e.g., storybooks, poems).	
K.HD.a2 With prompting and support,	Comprehension and Collaboration	K.SL.2 Confirm understanding of a text	
confirm understanding of a text read	SL2. Integrate and evaluate information	read aloud or information presented	
aloud or information presented orally	presented in diverse media and formats,	orally or through other media by asking	
or through other media by requesting clarification if something is not understood.	including visually, quantitatively, and orally.	and answering questions about key details and requesting clarification if something is not understood.	
K.HD.a3 Confirm understanding of a	Comprehension and Collaboration	K.SL.2 Confirm understanding of a text	
text read aloud or information	SL2. Integrate and evaluate information	read aloud or information presented	
presented orally or through other	presented in diverse media and formats,	orally or through other media by asking	
media by answering questions about key details.	including visually, quantitatively, and orally.	and answering questions about key details and requesting clarification if something is not understood.	
E.HD.b enjoying choosing texts to read interest, to find an answer, favorite aut	E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard	
K.HD.b1 Choose narrative or	Range of Reading and Level of Text	K.RL.10 Actively engage in group	
informational text to read and reread,	Complexity	reading activities with purpose and	
listen to, or view for leisure	R10. Read and comprehend complex	understanding.	
purposes.	literary and informational texts independently and proficiently.	K.RI.10 Actively engage in group reading activities with purpose and understanding.	

K.HD.b2 Choose text to read and	Range of Reading and Level of Text	K.RI.10 Actively engage in group
reread, listen to, or view for	Complexity	reading activities with purpose and
informational purposes (e.g., to	R10. Read and comprehend complex	understanding.
answer questions; understand the	literary and informational texts	S .
world around them).	independently and proficiently.	
	ndent /self-initiated reading and writing a	activities
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.HD.c1 Follow agreed-upon rules for	Comprehension and Collaboration	K.SL1 Participate in collaborative
discussions (e.g., listening to others	SL1. Prepare for and participate	conversations with diverse partners
and taking turns speaking about the	effectively in a range of conversations	about kindergarten topics and texts with
topics and texts under discussion).	and collaborations with diverse partners,	peers and adults in small and larger
	building on others' ideas and expressing	groups.
	their own clearly and persuasively.	 a. Follow agreed-upon rules for
		discussions (e.g., listening to
		others and taking turns speaking
		about the topics and texts under
		discussion).
K.HD.c2 Engage in group reading of	Range of Reading and Level of Text	K.RL.10 Actively engage in group
stories or poems by sharing	Complexity	reading activities with purpose and
something learned or something	R10. Read and comprehend complex	understanding.
enjoyed.	literary and informational texts	
	independently and proficiently.	
K.HD.c3 Engage in group reading of	Range of Reading and Level of Text	K.RI.10 Actively engage in group
informational text by sharing	Complexity	reading activities with purpose and
something learned or something	R10. Read and comprehend complex	understanding.
enjoyed.	literary and informational texts	
	independently and proficiently.	
K.HD.c4 Draw, dictate, and/or write	Text Types and Purposes	K.W.3 Use a combination of drawing,
about an event or linked events.	W3. Write narratives to develop real or	dictating, and writing to narrate a single
	imagined experiences or events using	event or several loosely linked events,
	effective techniques, well-chosen	tell about the events in the order in
	details, and well-structured event	which they occurred, and provide a
	sequences.	reaction to what happened.

E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.HD.d1 With guidance and support	Research to Build and Present	K.W.8 With guidance and support from
from adults, recall information from	Knowledge	adults, recall information from
experience that relates to topic within	W8. Gather relevant information from	experiences or gather information from
text or answers question.	multiple print and digital sources, assess	provided sources to answer a question.
	the credibility and accuracy of each	
	source, and integrate the information	
	while avoiding plagiarism.	
K.HD.d2 With prompting and support,	Key Ideas and Details	K.RL.2 With prompting and support,
retell a favorite story, including key	R2. Determine central ideas or themes	retell familiar stories, including key
details.	of a text and analyze their development;	details.
	summarize the key supporting details	
	and ideas.	
K.HD.d3 Discuss key details and	Key Ideas and Details	K.RI.2 With prompting and support,
main topic of a preferred text.	R2. Determine central ideas or themes	identify the main topic and retell key
	of a text and analyze their development;	details of a text.
	summarize the key supporting details	
	and ideas.	
K.HD.d4 Share information from a	Presentation of Knowledge and Ideas	K.SL.6 Speak audibly and express
selected permanent product or a	SL6. Adapt speech to a variety of	thoughts, feelings, and ideas clearly.
favorite text.	contexts and communicative tasks,	
	demonstrating command of formal	
	English when indicated or appropriate.	
	egies to aid comprehension (e.g., reread	, use visuals or cueing system, self-
correct, ask questions, confirm predict		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.HD.e1 Ask and answer questions in	Comprehension and Collaboration	K.SL.3 Ask and answer questions in
order to seek help, get information,	SL3. Evaluate a speaker's point of view,	order to seek help, get information, or
or clarify something that is not	reasoning, and use of evidence and	clarify something that is not understood.
understood.	rhetoric.	
K.HD.e2 With prompting and support,	Integration of Knowledge and Ideas	K.RL.7 With prompting and support,
identify illustrations to aid	R7. Integrate and evaluate content	describe the relationship between
comprehension.	presented in diverse media and formats,	illustrations and the story in which they
	including visually and quantitatively, as	appear (e.g., what moment in the story

	well as in words.	an illustration depicts).	
E.HD.f explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and			
self-evaluating what worked	,		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard	
No CCCs written at this grade level			
for this PI.			
E.HD.g using peer feedback and "mentor	texts" to expand writing skills; self-evaluating	ng what worked	
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard	
K.HD.g1 With guidance and support	Production and Distribution of	K.W.6 With guidance and support from	
from adults, use a writing template,	Writing	adults, explore a variety of digital tools	
tool or mentor text to develop writing	W6. Use technology, including the	to produce and publish writing, including	
skills.	Internet, to produce and publish writing	collaboration with peers.	
	to interact and collaborate with others.		
K.HD.g2 With guidance and support	Production and Distribution of	K.W.5 With guidance and support from	
from adults, respond to questions	Writing	adults, respond to questions and	
and suggestions from others to	W5. Develop and strengthen writing as	suggestions from others and add details	
strengthen writing.	needed by planning, revising, editing,	to strengthen writing as needed.	
	rewriting, or trying a new approach.		

E.HD.a recognizing that reading should "make sense" and that writing "carries a message"		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.HD.a1 Ask questions about	Comprehension and Collaboration	1.SL.3 Ask and answer questions about
information presented (orally or in	SL3. Evaluate a speaker's point of view,	what a speaker says in order to gather
writing) in order to clarify something	reasoning, and use of evidence and	information or clarify something that is
that is not understood.	rhetoric.	not understood.
1.HD.a2 Ask questions to clear up	Comprehension and Collaboration	1.SL.1 Participate in collaborative
any confusion about the topics or	SL1. Prepare for and participate	conversations with diverse partners
texts under discussion.	effectively in a range of conversations	about grade 1 topics and texts with
	and collaborations with diverse partners,	peers and adults in small or larger
	building on others' ideas and expressing	groups.
	their own clearly and persuasively.	 c. Ask questions to clear up any
		confusion about the topics and
		texts under discussion.

interest, to find an answer, favorite aut		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.HD.b1 Choose informational and	Range of Reading and Level of Text	1.RL.10 With prompting and support,
narrative text to read and reread,	Complexity	read prose and poetry of appropriate
listen to, or view for leisure	R10. Read and comprehend complex	complexity for grade 1.
purposes.	literary and informational texts	
	independently and proficiently.	
1.HD.b2 Choose text to read and	Range of Reading and Level of Text	1.RI.10 With prompting and support,
reread, listen to, or view for	Complexity	read informational text appropriately
informational purposes (e.g., to	R10. Read and comprehend complex	complex for grade 1.
answer questions; understand the	literary and informational texts	
world around them).	independently and proficiently.	
E.HD.c engaging in shared and indepe	ndent /self-initiated reading and writing	activities
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.HD.c1 Engage in group reading of	Range of Reading and Level of Text	K.RL.10 Actively engage in group
stories or poems by sharing	Complexity	reading activities with purpose and
something learned or something	R10. Read and comprehend complex	understanding.
enjoyed.	literary and informational texts	
	independently and proficiently.	
1.HD.c2 Engage in group reading of	Range of Reading and Level of Text	K.RI.10 Actively engage in group
	Trainge of Reading and Level of Text	i i ii ii i o i ioii voi j oi igago ii i gi oap
informational text by sharing	Complexity	reading activities with purpose and
informational text by sharing	Complexity	reading activities with purpose and
informational text by sharing something learned or something	Complexity R10. Read and comprehend complex	reading activities with purpose and
informational text by sharing something learned or something	Complexity R10. Read and comprehend complex literary and informational texts	reading activities with purpose and
informational text by sharing something learned or something enjoyed.	Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	reading activities with purpose and understanding.
informational text by sharing something learned or something enjoyed. 1.HD.c3 Draw, dictate, and/or write	Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently. Text Types and Purposes	reading activities with purpose and understanding. K.W.3 Use a combination of drawing,
informational text by sharing something learned or something enjoyed. 1.HD.c3 Draw, dictate, and/or write	Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently. Text Types and Purposes W3. Write narratives to develop real or	reading activities with purpose and understanding. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single
informational text by sharing something learned or something enjoyed. 1.HD.c3 Draw, dictate, and/or write	Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently. Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using	reading activities with purpose and understanding. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events,

1.HD.c4 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others" ideas and expressing their own clearly and persuasively.	1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
1.HD.c5 Build on others' talk in	Comprehension and Collaboration	1.SL.1 Participate in collaborative
conversations by responding to the	SL1. Prepare for and participate	conversations with diverse partners
comments of others through multiple	effectively in a range of conversations	about grade 1 topics and texts with
exchanges.	and collaborations with diverse partners,	peers and adults in small and larger
	building on others' ideas and expressing	groups.
	their own clearly and persuasively.	b. Build on others' talk in
		conversations by responding to the comments of others through multiple exchanges.
1.HD.c6 Participate in shared	Research to Build and Present	1.W.7 Participate in shared research
research or writing projects.	Knowledge	and writing projects (e.g., explore a
	W7. Conduct short as well as more	number of "how-to" books on a given
	sustained research projects based on	topic and use them to write a sequence
	focused questions, demonstrating	of instructions).
	understanding of the subject under	
	investigation.	
others	ething learned from reading, connect to	
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.HD.d1 Engage in small or large	Presentation of Knowledge and Ideas	K.SL.6 Speak audibly and express
group discussions by sharing one's	SL6. Adapt speech to a variety of	thoughts, feelings, and ideas clearly.
own writing.	contexts and communicative tasks,	
	demonstrating command of formal	
	English when indicated or appropriate.	

1.HD.d2 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
1.HD.d4 Retell a favorite text, including key details.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Presentation of Knowledge and Ideas	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.HD.d5 Discuss key details and main topic of a preferred text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	1.RI.2 Identify the main topic and retell key details of a text.

E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-		
correct, ask questions, confirm predictions)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.HD.e1 Practice self-monitoring	RF4. Read with sufficient accuracy and	1.RF.4c Read with sufficient accuracy
strategies to aid comprehension	fluency to support comprehension.	and fluency to support comprehension
(e.g., reread, use visuals or cueing		 c. Use context to confirm or self-
system, self-correct, ask questions,		correct word recognition and
confirm predictions)		understanding, rereading as necessary.
1.HD.e2 Identify text features to aid	Craft and Structure	1.RI.5 Know and use various text
comprehension.	R5. Analyze the structure of texts,	features (e.g., headings, tables of
	including how specific sentences,	contents, glossaries, electronic menus,
	paragraphs, and larger portions of the	icons) to locate key facts or information
	text (e.g., a section, chapter, scene, or	in a text.
	stanza) relate to each other and the	
	whole.	
1.HD.e3 Use text features to aid	Integration of Knowledge and Ideas	1.RL.7 Use illustrations and details in a
comprehension.	R7. Integrate and evaluate content	story to describe its characters, setting,
	presented in diverse media and formats,	or events.
	including visually and quantitatively, as	
	well as in words. Craft and Structure	
		1.RI.5 Know and use various text
	R5. Analyze the structure of texts, including how specific sentences,	features (e.g., headings, tables of
	paragraphs, and larger portions of the	contents, glossaries, electronic menus,
	text (e.g., a section, chapter, scene, or	icons) to locate key facts or information
	stanza) relate to each other and the	in a text.
	whole.	
E.HD.f explaining what "good/proficien	t" readers do to understand text (e.g., p	redict, connect to prior knowledge) and
self-evaluating what worked	in realists do to anasistana tokt (bigi, pi	is an experience of the control of t
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
No CCCs written at this grade level		
for this PI.		

E.HD.g using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.HD.g1 Read books to examine how	Craft and Structure	1.RL.5 Explain major differences
certain genres are written.	R5. Analyze the structure of texts,	between books that tell stories and
	including how specific sentences,	books that give information, drawing on
	paragraphs, and larger portions of the	a wide reading of a range of text types.
	text (e.g., a section, chapter, scene, or	
	stanza) relate to each other and the	
	whole.	
1.HD.g2 With guidance and support	Production and Distribution of	1.W.6 With guidance and support from
from adults, use a writing template,	Writing	adults, explore a variety of digital tools
tool or mentor text to develop writing	W6. Use technology, including the	to produce and publish writing, including
skills.	Internet, to produce and publish writing	collaboration with peers.
	to interact and collaborate with others.	
1.HD.g3 With guidance and support	Production and Distribution of	1.W.5 With guidance and support from
from adults, respond to questions	Writing	adults, focus on a topic, respond to
and suggestions from others to	W5. Develop and strengthen writing as	questions and suggestions from peers,
strengthen writing.	needed by planning, revising, editing,	and add details to strengthen writing as
	rewriting, or trying a new approach.	needed.
1.HD.g4 With guidance and support	Production and Distribution of	1.W.5 With guidance and support from
from adults, work with a peer to	Writing	adults, focus on a topic, respond to
evaluate a permanent product.	W5. Develop and strengthen writing as	questions and suggestions from peers,
	needed by planning, revising, editing,	and add details to strengthen writing as
	rewriting, or trying a new approach.	needed.

E.HD.a recognizing that reading should "make sense" and that writing "carries a message"		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.HD.a1. Ask for clarification and	Comprehension and Collaboration	2.SL.1 Participate in collaborative
further explanation about topics and	SL1. Prepare for and participate	conversations with diverse partners
texts under discussion.	effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	about grade 2 topics and texts with peers and adults in small or larger groups. d. Ask for clarification and further explanation as needed about topics and texts under

		discussion.
2.HD.a2 Ask questions about	Comprehension and Collaboration	2.SL.3 Ask and answer questions about
information presented (orally or in	SL3. Evaluate a speaker's point of view,	what a speaker says in order to clarify
writing) in order to clarify something	reasoning, and use of evidence and	comprehension, gather additional
that is not understood.	rhetoric.	information or deepen understanding of
		a topic or issue.
E.HD.b enjoying choosing texts to read	I and reread (or listen to/view) for own p	urposes (e.g., curiosity, personal
interest, to find an answer, favorite aut	hor)	
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.HD.b1 Choose information or	Range of Reading and Level of Text	2.RL.10 By the end of year, read and
narrative text to read and reread,	Complexity	comprehend literature, including stories
listen to, or view for leisure	R10. Read and comprehend complex	and poetry, in the grades 2-3 text
purposes.	literary and informational texts	complexity band proficiently, with
	independently and proficiently.	scaffolding as needed at the end of the
		range.
		2.RI.10 By the end of year, read and
		comprehend informational texts,
		including history/social studies, science,
		and technical texts, in the grades 2-3
		text complexity band proficiently, with
		scaffolding as needed at the end of the
		range.
2.HD.b2 Choose text to read and	Range of Reading and Level of Text	2.RI.10 By the end of year, read and
reread, listen to, or view for	Complexity	comprehend informational texts,
informational purposes (e.g., to	R10. Read and comprehend complex	including history/social studies, science,
answer questions; understand the	literary and informational texts	and technical texts, in the grades 2-3
world around them).	independently and proficiently.	text complexity band proficiently, with
world di odila tilelii).	independently and pronoiently.	scaffolding as needed at the end of the
		range.
E HD c angaging in shared and indepe	ndent /self-initiated reading and writing a	
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.HD.c1 Follow agreed-upon rules for	Comprehension and Collaboration	2.SL.1 Participate in collaborative
discussions (e.g., gaining the floor in	•	conversations with diverse partners
respectful ways, listening to others	SL1. Prepare for and participate	
	effectively in a range of conversations	about grade 2 topics and texts with
with care, speaking one at a time	and collaborations with diverse partners,	peers and adults in small and larger
about the topics and text under	building on others' ideas and expressing	groups.

2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others. 2.HD.c3 Participate in shared research or writing projects.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under	 a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion). 2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. b. Build on others' talk in conversations by linking their comments to the remarks of others. 2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	investigation.	
E.HD.d discussing a favorite text (some others	ething learned from reading, connect to	experience); sharing own writing with
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.HD.d1 Retell a favorite text,	Key Ideas and Details	1.RL.2 Retell stories, including key
including key details.	R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	details, and demonstrate understanding of their central message or lesson.
2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.HD.d3 Engage in small or large group discussions by sharing one's own writing. 2.HD.d4 Discuss key details and main	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience. Key Ideas and Details	2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.2.RI.2 Identify the main topic of a multi-
topic of a preferred text.	R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	paragraph text as well as the focus of specific paragraphs within the text.
E.HD.e practicing self-monitoring strate correct, ask questions, confirm predict	egies to aid comprehension (e.g., reread	, use visuals or cueing system, self-
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.HD.e1 Identify text features to aid comprehension.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
2.HD.e2 Use text features to aid comprehension.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Craft and Structure R5. Analyze the structure of texts, including how specific sentences,	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. 1.RI.5 Know and use various text features (e.g., headings, tables of
	paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

2.HD.e3 Practice self-monitoring	Fluency	2.RF.4c Read with sufficient accuracy
strategies to aid comprehension	RF4. Read with sufficient accuracy and	and fluency to support comprehension
(e.g., reread, use visuals or cueing	fluency to support comprehension.	c. Use context to confirm or self-
system, self-correct, ask questions,		correct word recognition and
confirm predictions).		understanding, rereading as
,		necessary.
E.HD.f explaining what "good/proficien	t" readers do to understand text (e.g., p	redict, connect to prior knowledge) and
self-evaluating what worked		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.HD.f1 Explain what information or		No CCSS
strategy was used to help		
comprehend text.		
2.HD.f2 Evaluate if a "fix-up" or		No CCSS
comprehension strategy was		
effective or not for a given topic or		
text.		
	or texts" to expand writing skills; self-e	
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.HD.g1 Read books to examine how	Craft and Structure	1.RL.5 Explain major differences
to write certain genres.	R5. Analyze the structure of texts,	between books that tell stories and
	including how specific sentences,	books that give information, drawing on
	paragraphs, and larger portions of the	a wide reading of a range of text types.
	text (e.g., a section, chapter, scene, or	
	stanza) relate to each other and the	
	whole.	
2.HD.g2 With guidance and support	Production and Distribution of	2.W.6 With guidance and support from
from adults, use a writing template,	Writing	adults, explore a variety of digital tools
tool or mentor text to develop writing	W6. Use technology, including the	to produce and publish writing, including
skills.	Internet, to produce and publish writing	collaboration with peers.
O LID at 2 With and decree and account	to interact and collaborate with others.	OWEWIth midding
2.HD.g3 With guidance and support	Production and Distribution of	2.W.5 With guidance and support from
from adults and peers, respond to	Writing	adults and peers, focus on a topic and
questions and suggestions from	W5. Develop and strengthen writing as	strengthen writing as needed by revising
others to strengthen writing.	needed by planning, revising, editing,	and editing.
	rewriting, or trying a new approach.	

2.HD.g4 With guidance and support from adults, work with a peer to revise a permanent product.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.HD.g5 With guidance and support from adults, work with a peer to edit a	Production and Distribution of Writing	2.W.5 With guidance and support from adults and peers, focus on a topic and
permanent product.	Withing W5. Develop and strengthen writing as	strengthen writing as needed by revising
	needed by planning, revising, editing, rewriting, or trying a new approach.	and editing.

E.HD.h self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.HD.h1 Read or be read to and	Key Ideas and Details	3.RL.2 Recount stories, including fables,
recount self-selected stories, fables,	R2. Determine central ideas or themes	folktales, and myths from diverse
folktales, myths, and other types of	of a text and analyze their development;	cultures; determine the central
texts.	summarize the key supporting details	message, lesson, or moral and explain
	and ideas.	how it is conveyed through key details in
		the text.
	Range of Reading and Level of Text	3.RL.10 By the end of the year, read
	Complexity	and comprehend literature, including
	R10. Read and comprehend complex	stories, dramas, and poetry, at the high
	literary and informational texts	end of the grades 2-3 text complexity
	independently and proficiently.	band independently and proficiently.
		3.RI.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 2–3 text complexity band
		independently and proficiently.
2 LID h2 Compare true or more touts		2 DLO Company and continues the constitution
3.HD.h2 Compare two or more texts	Integration of Knowledge and Ideas	3.RI.9 Compare and contrast the most
on the same topic or by the same	R9. Analyze how two or more texts	important points and key details
author.	address similar themes or topics in	presented in two texts on the same

order to build knowledge or to compare the approaches the authors take.	topic. 3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
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E.HD.i contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something		
learned, ask questions, make connections Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, 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 ideas under discussion.
3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. c. Ask questions to check understanding of information presented, stay on topic, and link

		their comments to the remarks of
		others.
3.HD.i4 Express ideas and	Comprehension and Collaboration	3.SL.1 Engage effectively in a range of
understanding in light of	SL1. Prepare for and participate	collaborative discussions (one-on-one,
collaborative discussions.	effectively in a range of conversations	in groups, and teacher-led) with diverse
	and collaborations with diverse partners,	partners on grade 3 topics and texts,
	building on others' ideas and expressing	building on others' ideas and expressing
	their own clearly and persuasively.	their own clearly.
		d. Explain their own ideas and
		understanding in light of the
		discussion.
	", "This reminds me of", "This was	
	and context clues, visualizing) to monit	
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.HD.j1 Practice self-monitoring	Fluency	3.RF.4c Read with sufficient accuracy
strategies to aid comprehension	RF4. Read with sufficient accuracy and	and fluency to support comprehension.
(e.g., reread, use visuals or cueing	fluency to support comprehension.	 c. Use context to confirm or self-
system, self-correct, ask questions,		correct word recognition and
confirm predictions).		understanding, rereading as
		necessary.
E.HD.k deepening exposure to favorite	authors/topics/genres and explaining/su	upporting preferences
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.HD.k1 Explain preferences for		No CCSS
favorite authors, topics, and/or		
genres.		
E.HD.I self-evaluating and describing of	wn process of comprehension (e.g., thir	nking aloud, one-to-one conferences,
written response) or composition (e.g.,	planning, organizing, rereading own wr	iting)
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.HD.l1 Explain what information or		No CCSS
strategy was used to help		
comprehend text.		
3.HD.l2 Evaluate if a "fix-up" or		No CCSS
comprehension strategy was		
effective or not for a given topic or		
text.		
3.HD.I3 Describe process used to		No CCSS
•	ı	

develop writing.		
E.HD.m setting reading/writing goals based on feedback and taking steps to meet goals		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.HD.m1 With guidance and support		No CCSS
from peers and adults, develop and		
strengthen reading skills.		

E.HD.h self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.HD.h1 Read or be read to and	Range of Reading and Level of Text	4.RL.10 By the end of the year, read
recount self-selected stories, dramas,	Complexity	and comprehend literature, including
poetry and other types of text.	R10. Read and comprehend complex literary and informational texts independently and proficiently.	stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range. 4.RI.10 By the end of year, read and comprehend informational texts, 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.
4.HD.h2 Report out about two or	Integration of Knowledge and Ideas	4.RI.9 Integrate information from two
more texts on the same self-selected	R9. Analyze how two or more texts	texts on the same topic in order to write
topic.	address similar themes or topics in	or speak about the subject
'	order to build knowledge or to compare	knowledgeably.
	the approaches the authors take.	
E.HD.i contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something		
learned, ask questions, make connections)		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.HD.i1 Provide evidence of being	Comprehension and Collaboration	4.SL.1 Engage effectively in a range of
prepared for discussions on a topic	SL1. Prepare for and participate	collaborative discussions (one-on-one,

or text through appropriate statements made during discussion.	effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	in groups, and teacher-led) with diverse partners on grade 3 topics and texts, 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 ideas under discussion.
4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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.
4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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.
4.HD.i4 Review the key ideas	Comprehension and Collaboration	4.SL.1 Engage effectively in a range of

expressed within a collaborative discussion.	SL1. Prepare for and participate effectively in a range of conversations	collaborative discussions (one-on-one, in groups, and teacher-led) with diverse
	and collaborations with diverse partners, building on others' ideas and expressing	partners on grade 4 topics and texts, building on others' ideas and expressing
	their own clearly and persuasively.	their own clearly. d. Review the key ideas expressed
		and explain their own ideas and understanding in light of the discussion.

E.HD.j use self-monitoring talk ("I think", "This reminds me of", "This was about") and fix-up strategies (e.g.,		
rereading, word solving using phonics and context clues, visualizing) to monitor comprehension		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.HD.j1 Practice self-monitoring	Fluency	4.RF.4c Read with sufficient accuracy
strategies to aid comprehension	RF4. Read with sufficient accuracy and	and fluency to support comprehension.
(e.g., reread, use visuals or cueing	fluency to support comprehension.	c. Use context to confirm or self-
system, self-correct, ask questions,		correct word recognition and
confirm predictions).		understanding, rereading as
		necessary.
E.HD.k deepening exposure to favorite	authors/topics/genres and explaining/su	upporting preferences
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.HD.k1 Explain preferences for		No CCSS
favorite authors, topics, and/or		
genres.		
	wn process of comprehension (e.g., thir	
	planning, organizing, rereading own wr	
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.HD.I1 Explain what information or		No CCSS
strategy was used to help		
comprehend text.		
4.HD.l2 Evaluate if a "fix-up" or		No CCSS
comprehension strategy was		
effective or not for a given topic or		
text.		
4.HD.I3 Describe process used to		No CCSS
develop writing.		
E.HD.m setting reading/writing goals based on feedback and taking steps to meet goals		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.HD.m1 With guidance and support		No CCSS
from peers and adults, develop and		
strengthen reading skills.		

M.HD.a varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives			
	(e.g., non-traditional, digital, or more challenging texts) Core Content Connectors: 5		
5.HD.a1 Read or be read to a variety	Range of Reading and Level of Text	5.RL.10 By the end of the year, read	
of texts including graphic novels,	Complexity	and comprehend literature, including	
poetry, fiction and nonfiction novels.	R10. Read and comprehend complex	stories, dramas, and poetry, at the high	
	literary and informational texts	end of the grades 4-5 text complexity	
	independently and proficiently.	band independently and proficiently.	
		5.RI.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.	
5.HD.a2 Write over different lengths	Range of Writing	5.W.10 Write routinely over extended	
of time (i.e., a single sitting versus	W10. Write routinely over extended time	time frames (time for research,	
research and revision over time) for a	frames (time for research, reflection,	reflection, and revision) and shorter time	
variety of tasks, purposes, and	and revision) and shorter time frames (a	frames (a single sitting or day or two) for	
audiences.	single sitting or day or two) for a range	a range of discipline-specific tasks,	
	of tasks, purposes, and audiences.	purposes, and audiences.	
	comprehension with metacognitive self	-talk ("I wonder", "Now I knowso I	
think this means that")			
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard	
NO CCCs were written for this PI at			
this grade level.			
	s and sustaining effort to fit comprehen	sion needs to different texts and	
literacy tasks			
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard	
5.HD.c1 Utilize different		No CCSS	
comprehension strategies depending			
upon the text or literacy task.			

M.HD.d flexibly making editing and revision choices and sustaining effort to fit composition needs		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.HD.d1 With guidance and support from peers and adults, develop and	Production and Distribution of Writing	5.W.5 With guidance and support from peers and adults, develop and
strengthen writing by planning,	W5. Develop and strengthen writing as	strengthen writing as needed by
revising, editing, rewriting, or trying a	needed by planning, revising, editing,	planning, revising, editing, rewriting, or
new approach.	rewriting, or trying a new approach.	trying a new approach.
	orting relevant individual perspectives in	
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5.HD.e2 Review the key ideas expressed within a collaborative discussion.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
	ng strategies, and monitoring progress	
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.		No CCSS

5.HD.f2 Monitor writing progress	No CCSS	
(within the writing process-		
prewriting, drafting, revising, editing,		
publishing) and use data to set or		
adjust personal goals.		
5.HD.f3 Write notes during the	No CCSS	
reading or writing process.		

M.HD.a varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives		
(e.g., non-traditional, digital, or more challenging texts)		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.HD.a1 Read or be read to a variety	Range of Reading and Level of Text	6.RL.10 By the end of the year, read
of texts including historical novels,	Complexity	and comprehend literature, including
fantasy stories and novels, poetry,	R10. Read and comprehend complex	stories, dramas, and poetry, in the
fiction, and nonfiction novels.	literary and informational texts	grades 6-8 text complexity band
	independently and proficiently.	proficiently, with scaffolding as needed
		at the high end of the range.
		6.RI.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.
6.HD.a2 Write over different lengths	Range of Writing	6.W.10 Write routinely over extended
of time (i.e., a single sitting versus	W10. Write routinely over extended time	time frames (time for research,
research and revision over time) for a	frames (time for research, reflection,	reflection, and revision) and shorter time
variety of tasks, purposes, and	and revision) and shorter time frames (a	frames (a single sitting or day or two) for
audiences.	single sitting or day or two) for a range	a range of discipline-specific tasks,
	of tasks, purposes, and audiences.	purposes, and audiences.
	comprehension with metacognitive self-	-talk ("I wonder", "Now I knowso I
think this means that")		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
NO CCCs were written for this PI at		
this grade level		

M.HD.c flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and		
literacy tasks		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.HD.c1 Utilize different		No CCSS
comprehension strategies depending		
upon the text or literacy task.		
M.HD.d flexibly making editing and rev	ision choices and sustaining effort to fit	composition needs
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.HD.d1 With guidance and support	Production and Distribution of	6.W.5 With guidance and support from
from peers and adults, develop and	Writing	peers and adults, develop and
strengthen writing by planning,	W5. Develop and strengthen writing as	strengthen writing as needed by
revising, editing, rewriting, or trying a	needed by planning, revising, editing,	planning, revising, editing, rewriting, or
new approach.	rewriting, or trying a new approach.	trying a new approach.
	prting relevant individual perspectives in	
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.HD.e1 Make appropriate comments	Comprehension and Collaboration	6.SL.1 Engage effectively in a range of
that contribute to a collaborative	SL1. Prepare for and participate	collaborative discussions (one-on-one,
discussion.	effectively in a range of conversations	in groups, and teacher-led) with diverse
	and collaborations with diverse partners,	partners on grade 6 topics and texts,
	building on others' ideas and expressing	building on others' ideas and expressing
	their own clearly and persuasively.	their own clearly.
		 c. Pose and respond to specific
		questions with elaboration and
		detail by making comments that
		contribute to the topic, text, or
		issue under discussion.
6.HD.e2 Review the key ideas	Comprehension and Collaboration	6.SL.1 Engage effectively in a range of
expressed within a collaborative	SL1. Prepare for and participate	collaborative discussions (one-on-one,
discussion linking multiple	effectively in a range of conversations	in groups, and teacher-led) with diverse
perspectives together.	and collaborations with diverse partners,	partners on grade 6 topics and texts,
	building on others' ideas and expressing	building on others' ideas and expressing
	their own clearly and persuasively.	their own clearly
		d. Review the key ideas expressed
		and demonstrate understanding
		of multiple perspectives through
		reflection and paraphrasing.

M.HD.f setting personal goals, identifying strategies, and monitoring progress to improve reading or writing		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.HD.f1 Monitor reading progress		No CCSS
(within decoding, fluency, vocabulary		
or comprehension) and use data to		
set or adjust personal goals.		
6.HD.f2 Monitor writing progress		No CCSS
(within the writing process-		
prewriting, drafting, revising, editing,		
publishing) and use data to set or		
adjust personal goals.		

M.HD.g expanding options for reading for pleasure and for academic learning to include new genres and sources		
(e.g., newspapers, online media, magazines, historical or scientific texts)		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.HD.g1 Read or be read to a variety	Range of Reading and Level of Text	7.RL.10 By the end of the year, read
of texts including historical novels,	Complexity	and comprehend literature, including
periodicals, dramas or plays, poetry	R10. Read and comprehend complex	stories, dramas, and poetry, in the
(including soliloquies and sonnets),	literary and informational texts	grades 6-8 text complexity band
fiction and nonfiction novels.	independently and proficiently.	proficiently, with scaffolding as needed
		at the high end of the range.
M.HD.h developing a deepening awareness and raising questions about the accuracy and intent of various media		
messages and texts (e.g., print/non-pri	nt, blogs, political cartoons)	
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.HD.h1 Critically evaluate main ideas	Comprehension and Collaboration	7.SL.2 Analyze the main ideas and
and details presented in diverse	SL2. Integrate and evaluate information	supporting details presented in diverse
media (e.g., visually, personal	presented in diverse media and formats,	media and formats (e.g. visually,
communication, periodicals, social	including visually, quantitatively, and	quantitatively, orally) and explain how
media) and formats for accuracy.	orally.	the ideas clarify a topic, text, or issue under study.

7.HD.h2 Explain if and how ideas	Comprehension and Collaboration	7.SL.2 Analyze the main ideas and
presented in diverse media (e.g.,	SL2. Integrate and evaluate information	supporting details presented in diverse
visually, personal communication,	presented in diverse media and formats,	media and formats (e.g. visually,
periodicals, social media) clarify a	including visually, quantitatively, and	quantitatively, orally) and explain how
topic, text, or issue under study.	orally.	the ideas clarify a topic, text, or issue
		under study.
7.HD.h3 Evaluate the soundness of	Comprehension and Collaboration	7.SL.3 Delineate a speaker's argument
reasoning and the relevance and	SL3. Evaluate a speaker's point of view,	and specific claims, evaluating the
sufficiency of evidence provided in	reasoning, and use of evidence and	soundness of the reasoning and the
an argument.	rhetoric.	relevance and sufficiency of the
		evidence.
M.HD.i sustaining effort to complete co	mplex reading or writing tasks; seeking	out assistance, models, sources, or
feedback to improve understanding or	final products	
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.HD.i1 Use information and feedback	Comprehension and Collaboration	7.SL.1 Engage effectively in a range of
to refine understanding or products.	SL1. Prepare for and participate	collaborative discussions (one-on-one,
	effectively in a range of conversations	in groups, and teacher-led) with diverse
	and collaborations with diverse partners,	partners on grade 7 topics and texts,
	building on others' ideas and expressing	building on others' ideas and expressing
	their own clearly and persuasively.	their own clearly.
		e. Acknowledge new information
		expressed by others and, when
		warranted, modify their own
		views.
7.HD.i2 Use feedback from adults and	Production and Distribution of	7.W.5 With guidance and support from
peers to improve writing.	Writing	peers and adults, develop and
	W5. Develop and strengthen writing as	strengthen writing as needed by
	needed by planning, revising, editing,	planning, revising, editing, rewriting, or
	rewriting, or trying a new approach.	trying a new approach, focusing on how
		well purpose and audience have been
		addressed.

M.HD.j using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.HD.j1 Use information and feedback to refine own thinking.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
7.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and integrate the information while avoiding plagiarism.	7.W.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.

M.HD.g expanding options for reading for pleasure and for academic learning to include new genres and sources		
(e.g., newspapers, online media, magazines, historical or scientific texts)		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.HD.g1 Read or be read to a variety	Range of Reading and Level of Text	8.RL.10 By the end of the year, read
of texts including historical novels,	Complexity	and comprehend literature, including
periodicals, dramas or plays, poetry	R10. Read and comprehend complex	stories, dramas, and poetry, in the
(including soliloquies and sonnets),	literary and informational texts	grades 6-8 text complexity band
fiction and nonfiction novels.	independently and proficiently.	proficiently, with scaffolding as needed
		at the high end of the range.
		8.RI.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.	
	M.HD.h developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard	
8.HD.h1 Analyze the purpose of	Comprehension and Collaboration	8.SL.2 Analyze the purpose of the	
information presented in diverse	SL2. Integrate and evaluate information	information presented in diverse media	
media (e.g., visually, personal	presented in diverse media and formats,	and formats (e.g. visually, quantitatively,	
communication, periodicals, social	including visually, quantitatively, and	orally) and evaluate the motives (e.g.,	
media).	orally.	social commercial, political) behind its presentation.	
8.HD.h2 Identify the motives behind	Comprehension and Collaboration	8.SL.2 Analyze the purpose of the	
information presented in diverse	SL2. Integrate and evaluate information	information presented in diverse media	
media and formats (e.g., visually,	presented in diverse media and formats,	and formats (e.g. visually, quantitatively,	
personal communication, periodicals,	including visually, quantitatively, and	orally) and evaluate the motives (e.g.,	
social media).	orally.	social commercial, political) behind its	
		presentation.	
8.HD.h3 Evaluate the soundness of	Comprehension and Collaboration	8.SL.3 Delineate a speaker's argument	
reasoning and the relevance and	SL3. Evaluate a speaker's point of view,	and specific claims, evaluating the	
sufficiency of evidence provided in	reasoning, and use of evidence and	soundness of the reasoning and the	
an argument.	rhetoric.	relevance and sufficiency of the	
		evidence and identifying when irrelevant	
OUD LALL C'C. L. C.		evidence is introduced.	
8.HD.h4 Identify when irrelevant	Comprehension and Collaboration	8.SL.3 Delineate a speaker's argument	
evidence is introduced within an	SL3. Evaluate a speaker's point of view,	and specific claims, evaluating the	
argument.	reasoning, and use of evidence and	soundness of the reasoning and the	
	rhetoric.	relevance and sufficiency of the	
		evidence and identifying when irrelevant evidence is introduced.	

M.HD.i sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or		
feedback to improve understanding or final products		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.HD.i1 Use information and feedback	Comprehension and Collaboration	8.SL.1 Engage effectively in a range of
to refine understanding.	SL1. Prepare for and participate	collaborative discussions (one-on-one,
	effectively in a range of conversations	in groups, and teacher-led) with diverse
	and collaborations with diverse partners,	partners on grade 8 topics and texts,
	building on others' ideas and expressing	building on others' ideas and expressing
	their own clearly and persuasively.	their own clearly.
		d. Acknowledge new information
		expressed by others and, when warranted, modify their own
		views.
8.HD.i2. Use feedback from adults	Production and Distribution of	8.W.5 With guidance and support from
and peers to clarify writing.	Writing	peers and adults, develop and
and provide the same, and and	W5. Develop and strengthen writing as	strengthen writing as needed by
	needed by planning, revising, editing,	planning, revising, editing, rewriting, or
	rewriting, or trying a new approach.	trying a new approach, focusing on how
		well purpose and audience have been
		addressed.
	ssion to reflect on or modify how self an	d others see the world (e.g., multiple
perspectives, reasoning, evidence) Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.HD.j1 Use information and feedback	Comprehension and Collaboration	
to clarify meaning for readers.	SL1. Prepare for and participate	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one,
to clarify inearing for readers.	effectively in a range of conversations	in groups, and teacher-led) with diverse
	and collaborations with diverse partners,	partners on grade 8 topics and texts,
	building on others' ideas and expressing	building on others' ideas and expressing
	their own clearly and persuasively.	their own clearly.
		d. Acknowledge new information
		expressed by others and, when
		warranted, qualify or justify their
		own views in light of the
		evidence presented.

8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts	Research to Build and Present Knowledge	8.W.8 Gather relevant information from multiple print and digital sources, using
while writing.	W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and integrate the information while avoiding plagiarism.	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.

Grade 9-10

H.HD.a reading grade level texts to accomplish academic or personal goals		
Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.HD.a1 Read or be read to a	Range of Reading and Level of Text	9-10.RL.10 By the end of grade 9, read
variety of texts including historical	Complexity	and comprehend literature, including
novels, periodicals, classical dramas	R10. Read and comprehend complex	stories, dramas, and poems, in the
or plays, poetry, novels written by	literary and informational texts	grades 9-10 text complexity band
international authors, fiction and	independently and proficiently.	proficiently, with scaffolding as needed
nonfiction novels.		at the high end of the range.
		By the end of grade 10, read and
		comprehend literary nonfiction at the
		high end of the grades 9-10 text
		complexity band independently and
		proficiently.
	iting impacts how self and others see th	e world (e.g., contrasting diverse
points of view, evaluating reasoning, d		
Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.HD.b1 Clarify, verify, or challenge	Comprehension and Collaboration	9-10.SL.1 Initiate and participate
ideas and conclusions within a	SL1. Prepare for and participate	effectively in a range of collaborative
discussion on a given topic or text.	effectively in a range of conversations	discussions (one-on-one, in groups, and
	and collaborations with diverse partners,	teacher-led) with diverse partners on
	building on others' ideas and expressing	grade 9-10 topics and texts and issues,
	their own clearly and persuasively.	building on others' ideas and expressing
		their own clearly and persuasively.
		c. Propel conversations by posing
		and responding to questions that
		relate the current discussion to

910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. 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
910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	presented. 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. 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

		(d
		presented.
H.HD.c identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages		
		Common Core State Standard
Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.HD.c1 Analyze credibility of	Comprehension and Collaboration	9-10.SL.2 Integrate multiple sources of
sources and accuracy of information	SL2. Integrate and evaluate information	information presented in diverse media
presented in social media regarding a	presented in diverse media and formats,	or formats (e.g., visually, quantitatively,
given topic or text.	including visually, quantitatively, and	orally) evaluating the credibility and
11115 14 11 11 11 11 11	orally.	accuracy of each source.
	ogress (e.g., using portfolios, personal r	eflection, journals, self-scoring
rubrics, conferencing)	0000 4 1 00 1 1	
Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.HD.d1 Use self-reflection and		No CCSS.
self-evaluation of permanent		
products to track performance and		
progress.		- information to aske making to
	jing texts/materials (e.g., for pleasure, fo	or information to solve problems, to
expand personal knowledge)		
	CCCC Anahar Ctandarda	Common Core Ctate Ctandard
Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
Core Content Connectors: 910 910.HD.e1 Read challenging grade	Range of Reading and Level of Text	9-10.RL.10 By the end of grade 9, read
Core Content Connectors: 910	Range of Reading and Level of Text Complexity	9-10.RL.10 By the end of grade 9, read and comprehend literature, including
Core Content Connectors: 910 910.HD.e1 Read challenging grade	Range of Reading and Level of Text Complexity R10. Read and comprehend complex	9-10.RL.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the
Core Content Connectors: 910 910.HD.e1 Read challenging grade	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts	9-10.RL.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band
Core Content Connectors: 910 910.HD.e1 Read challenging grade	Range of Reading and Level of Text Complexity R10. Read and comprehend complex	9-10.RL.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
Core Content Connectors: 910 910.HD.e1 Read challenging grade	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts	9-10.RL.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.
Core Content Connectors: 910 910.HD.e1 Read challenging grade	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts	9-10.RL.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
Core Content Connectors: 910 910.HD.e1 Read challenging grade	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts	9-10.RL.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,
Core Content Connectors: 910 910.HD.e1 Read challenging grade	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts	9-10.RL.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
Core Content Connectors: 910 910.HD.e1 Read challenging grade	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts	9-10.RL.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
Core Content Connectors: 910 910.HD.e1 Read challenging grade appropriate texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	9-10.RL.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.
Core Content Connectors: 910 910.HD.e1 Read challenging grade appropriate texts. H.HD.f interpreting requirements, plant	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	9-10.RL.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.
Core Content Connectors: 910 910.HD.e1 Read challenging grade appropriate texts. H.HD.f interpreting requirements, plant Core Content Connectors: 910	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	9-10.RL.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. Extended literacy tasks Common Core State Standard
Core Content Connectors: 910 910.HD.e1 Read challenging grade appropriate texts. H.HD.f interpreting requirements, plant Core Content Connectors: 910 910.HD.f1 Design a strategy or plan	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	9-10.RL.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.
Core Content Connectors: 910 910.HD.e1 Read challenging grade appropriate texts. H.HD.f interpreting requirements, plant Core Content Connectors: 910 910.HD.f1 Design a strategy or plan based upon assignment	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	9-10.RL.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. Extended literacy tasks Common Core State Standard
Core Content Connectors: 910 910.HD.e1 Read challenging grade appropriate texts. H.HD.f interpreting requirements, plant Core Content Connectors: 910 910.HD.f1 Design a strategy or plan	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	9-10.RL.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. Extended literacy tasks Common Core State Standard

media, plagiarism) Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.HD.g1 Avoid plagiarism when	Research to Build and Present	9-10.W.8 Gather relevant information
integrating multiple sources into a	Knowledge	from multiple authoritative print and
written text or when	W8. Gather relevant information from	digital sources, using advanced search
discussing/referring to text.	multiple print and digital sources, assess	terms effectively; assess the usefulness
	the credibility and accuracy of each	of each source in answering the
	source; and integrate the information	research question; integrate information
	while avoiding plagiarism.	into the text selectively to maintain the
		flow of ideas, avoiding plagiarism and
910.HD.g2 Follow policies and rules		following a standard format for citation. NO CCSS
regarding distribution of information		NO CC33
in media formats including social		
media.		
	e with a widening community of readers	and writers
Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
040 LID b4 Work with poors to get	Comprehension and Callaboration	0.40.01.41.22.4
910.HD.h1 Work with peers to set	Comprehension and Collaboration	9-10.SL.1 Initiate and participate
rules for collegial discussions and	SL1. Prepare for and participate	effectively in a range of collaborative
	SL1. Prepare for and participate effectively in a range of conversations	effectively in a range of collaborative discussions (one-on-one, in groups, and
rules for collegial discussions and	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on
rules for collegial discussions and	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues,
rules for collegial discussions and	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing
rules for collegial discussions and	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.
rules for collegial discussions and	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. b. Work with peers to set rules for
rules for collegial discussions and	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. b. Work with peers to set rules for collegial discussions and
rules for collegial discussions and	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal
rules for collegial discussions and	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key
rules for collegial discussions and	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate
rules for collegial discussions and	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key

910.HD.h2 Actively seek the ideas or	Comprehension and Collaboration	9-10.SL.1 Initiate and participate
opinions of others in a discussion on a given topic or text.	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. 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.
910.HD.h3 Engage appropriately in	Comprehension and Collaboration	9-10.SL.1 Initiate and participate
discussion with others who have a	SL1. Prepare for and participate	effectively in a range of collaborative
diverse or divergent perspective.	effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. 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.

Grade 11-12

H.HD.a reading grade level texts to accomplish academic or personal goals			
Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard	
1112.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	11-12.RL.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 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 11-12 text complexity band independently and proficiently. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text	
		complexity band independently and proficiently.	
H.HD.b reflection on how reading or wi	l iting impacts how self and others see th	1 '	
points of view, evaluating reasoning, d			
Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard	
1112.HD.b1 Consider a full range of	Comprehension and Collaboration	11-12.SL.1 Initiate and participate	
ideas or positions on a given topic or	SL1. Prepare for and participate	effectively in a range of collaborative	
text when presented in a discussion.	effectively in a range of conversations	discussions (one-on-one, in groups, and	
	and collaborations with diverse partners,	teacher-led) with diverse partners on	
	building on others' ideas and expressing	grade 11-12 topics and texts and issues,	
	their own clearly and persuasively.	building on others' ideas and expressing	
		their own clearly and persuasively. c. Propel conversations by posing	
		and responding to questions that	
		probe reasoning and evidence;	
		ensure a full range of positions	
		on a topic or issue; clarify, verify, or challenge ideas and	

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		conclusions; and promote
		divergent and creative perspectives.
1112.HD.b2 Clarify, verify, or	Comprehension and Collaboration	11-12.SL.1 Initiate and participate
challenge ideas and conclusions	SL1. Prepare for and participate	effectively in a range of collaborative
within a discussion on a given topic	effectively in a range of conversations	discussions (one-on-one, in groups, and
or text.	and collaborations with diverse partners,	teacher-led) with diverse partners on
or toxt.	building on others' ideas and expressing	grade 11-12 topics and texts and issues,
	their own clearly and persuasively.	building on others' ideas and expressing
	and perdudition.	their own clearly and persuasively.
		c. Propel conversations by posing
		and responding to questions that
		probe reasoning and evidence;
		ensure a full range of positions
		on a topic or issue; clarify, verify,
		or challenge ideas and
		conclusions; and promote
		divergent and creative
		perspectives.
1112.HD.b3 Summarize points of	Comprehension and Collaboration	11-12.SL.1 Initiate and participate
agreement and disagreement within a	SL1. Prepare for and participate	effectively in a range of collaborative
discussion on a given topic or text.	effectively in a range of conversations	discussions (one-on-one, in groups, and
	and collaborations with diverse partners,	teacher-led) with diverse partners on
	building on others' ideas and expressing	grade 11-12 topics and texts and issues,
	their own clearly and persuasively.	building on others' ideas and expressing
		their own clearly and persuasively.
		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.
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1112.HD.b4 Use evidence and	Comprehension and Collaboration	11-12.SL.1 Initiate and participate
reasoning presented in discussion	SL1. Prepare for and participate	effectively in a range of collaborative
on topic or text to make new	effectively in a range of conversations	discussions (one-on-one, in groups, and
connections with own view or	and collaborations with diverse partners,	teacher-led) with diverse partners on
understanding.	building on others' ideas and expressing	grade 11-12 topics and texts and issues,
	their own clearly and persuasively.	building on others' ideas and expressing
		their own clearly and persuasively.
		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.
H HD c identifying purposes for social	media, (including as a tool for learning)	and evaluating the credibility of
Thirlbio lacinarying parposes for section	modia, (morading do d toor for loarning)	and ovaluating the orders into or
		and evaluating the erealizinty of
sources, and effectiveness/impact and Core Content Connectors: 1112		Common Core State Standard
sources, and effectiveness/impact and	accuracy of media messages	
sources, and effectiveness/impact and Core Content Connectors: 1112	accuracy of media messages CCSS Anchor Standards	Common Core State Standard
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Sources, and effectiveness/impact and Core Content Connectors: 1112 1112.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text. H.HD.d tracking reading and writing pr rubrics, conferencing) Core Content Connectors: 1112 1112.HD.d1 Use self-reflection and self-evaluation of permanent	CCSS Anchor Standards Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ogress (e.g., using portfolios, personal response of the control of the contro	Common Core State Standard 11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats (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. eflection, journals, self-scoring Common Core State Standard
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expand personal knowledge) Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard
1112.HD.e1 Independently read challenging grade appropriate texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	11-12.RL.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 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 11-12 text complexity band independently and proficiently. 11-12.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 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 11-12 text complexity band independently and proficiently.
	ning, and persevering through complex/	
Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard
910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.		NO CCSS

H.HD.g identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social		
media, plagiarism)		
Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard
1112.HD.g1 Avoid plagiarism when	Research to Build and Present	11-12.W.8 Gather relevant information
integrating multiple sources into a	Knowledge	from multiple authoritative print and
written text or when	W8. Gather relevant information from	digital sources, using advanced
discussing/referring to text.	multiple print and digital sources, assess	searches effectively; assess the
	the credibility and accuracy of each	strengths and limitations of each source
	source; and integrate the information	in terms of the task, purpose, and
	while avoiding plagiarism.	audience; integrate information into the
		text selectively to maintain the flow of
		ideas, avoiding plagiarism and
		overreliance on any one source and
1112.HD.g2 Follow policies and rules		following a standard format for citation. NO CCSS
regarding distribution of information		NO CCSS
in media formats including social		
media.		
	e with a widening community of readers	and writers
Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard
1112.HD.h1 Work with peers to	Comprehension and Collaboration	11-12.SL.1 Initiate and participate
promote democratic discussions.	SL1. Prepare for and participate	effectively in a range of collaborative
	effectively in a range of conversations	discussions (one-on-one, in groups, and
	and collaborations with diverse partners,	teacher-led) with diverse partners on
	building on others' ideas and expressing	grade 11-12 topics and texts and issues,
	their own clearly and persuasively.	building on others' ideas and expressing
		their own clearly and persuasively.
		b. Work with peers to promote civil,
		democratic discussions and
		decision-making, set clear goals
		and deadlines, and establish
		individual roles as needed.

1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
1112.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspectives.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. 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.