



National Center and State Collaborative

# **Core Content Connectors: Habits and Dispositions**

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National Center and State Collaborative

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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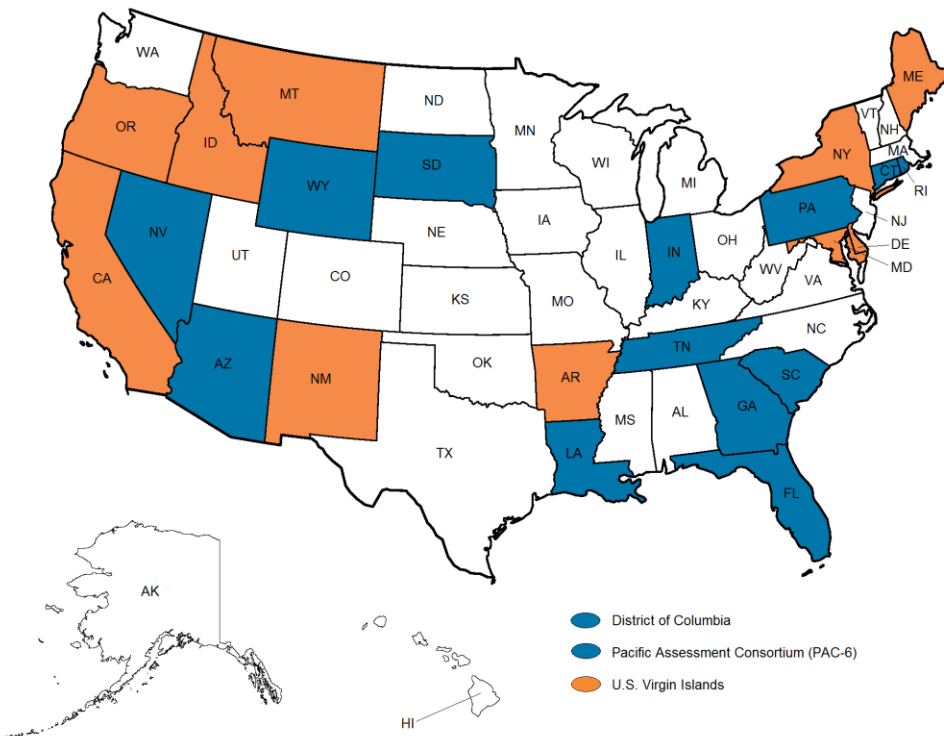


National Center and State Collaborative

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)<sup>1</sup>, 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.

<sup>1</sup> 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).



National Center and State Collaborative

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.



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# **Core Content Connectors: Habits and Dispositions**

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## Grade K

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

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

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



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

## Grade 1

<b>E.HD.a recognizing that reading should “make sense” and that writing “carries a message”</b>		
<b>Core Content Connectors: 1</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</b>	<b>Comprehension and Collaboration</b> SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	1.SL.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
<b>1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.</b>	<b>Comprehension and Collaboration</b> 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 or larger groups. c. Ask questions to clear up any confusion about the topics and texts under discussion.

<b>E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)</b>		
<b>Core Content Connectors: 1</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>1.HD.b1 Choose informational and narrative text to read and reread, listen to, or view for leisure purposes.</b>	<b>Range of Reading and Level of Text Complexity</b> R10. Read and comprehend complex literary and informational texts independently and proficiently.	1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</b>	<b>Range of Reading and Level of Text Complexity</b> R10. Read and comprehend complex literary and informational texts independently and proficiently.	1.RI.10 With prompting and support, read informational text appropriately complex for grade 1.
<b>E.HD.c engaging in shared and independent /self-initiated reading and writing activities</b>		
<b>Core Content Connectors: 1</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.</b>	<b>Range of Reading and Level of Text Complexity</b> R10. Read and comprehend complex literary and informational texts independently and proficiently.	K.RL.10 Actively engage in group reading activities with purpose and understanding.
<b>1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.</b>	<b>Range of Reading and Level of Text Complexity</b> R10. Read and comprehend complex literary and informational texts independently and proficiently.	K.RI.10 Actively engage in group reading activities with purpose and understanding.
<b>1.HD.c3 Draw, dictate, and/or write about an event or linked events.</b>	<b>Text Types and Purposes</b> W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

<p><b>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).</b></p>	<p><b>Comprehension and Collaboration</b> 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.</p>	<p>1.SL.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> 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).</p>
<p><b>1.HD.c5 Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</b></p>	<p><b>Comprehension and Collaboration</b> 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.</p>	<p>1.SL.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>
<p><b>1.HD.c6 Participate in shared research or writing projects.</b></p>	<p><b>Research to Build and Present Knowledge</b> W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>
<p><b>E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others</b></p>		
<p><b>Core Content Connectors: 1</b></p>	<p><b>CCSS Anchor Standards</b></p>	<p><b>Common Core State Standard</b></p>
<p><b>1.HD.d1 Engage in small or large group discussions by sharing one’s own writing.</b></p>	<p><b>Presentation of Knowledge and Ideas</b> SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>

<p><b>1.HD.d2 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.</b></p>	<p><b>Research to Build and Present Knowledge</b>  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.</p>	<p>1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media.</b></p>	<p><b>Comprehension and Collaboration</b>  SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p><b>1.HD.d4 Retell a favorite text, including key details.</b></p>	<p><b>Key Ideas and Details</b>  R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b>Presentation of Knowledge and Ideas</b>  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.</p>	<p>1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.   1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p><b>1.HD.d5 Discuss key details and main topic of a preferred text.</b></p>	<p><b>Key Ideas and Details</b>  R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>1.RI.2 Identify the main topic and retell key details of a text.</p>

<b>E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</b>		
<b>Core Content Connectors: 1</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</b>	RF4. Read with sufficient accuracy and fluency to support comprehension.	1.RF.4c Read with sufficient accuracy and fluency to support comprehension c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>1.HD.e2 Identify text features to aid comprehension.</b>	<b>Craft and Structure</b> 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.
<b>1.HD.e3 Use text features to aid comprehension.</b>	<b>Integration of Knowledge and Ideas</b> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <b>Craft and Structure</b> 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.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 contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>E.HD.f explaining what “good/proficient” readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked</b>		
<b>Core Content Connectors: 1</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>No CCCs written at this grade level for this PI.</b>		

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

## Grade 2

<b>E.HD.a recognizing that reading should “make sense” and that writing “carries a message”</b>		
<b>Core Content Connectors: 2</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>2.HD.a1. Ask for clarification and further explanation about topics and texts under discussion.</b>	<p><b>Comprehension and Collaboration</b></p> <p>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.</p>	<p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small or larger groups.</p> <p>d. Ask for clarification and further explanation as needed about topics and texts under</p>

		discussion.
<b>2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</b>	<b>Comprehension and Collaboration</b> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
<b>E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)</b>		
<b>Core Content Connectors: 2</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes.</b>	<b>Range of Reading and Level of Text Complexity</b> R10. Read and comprehend complex literary and informational texts independently and proficiently.	2.RL.10 By the end of year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with 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.
<b>2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</b>	<b>Range of Reading and Level of Text Complexity</b> R10. Read and comprehend complex literary and informational texts independently and proficiently.	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.
<b>E.HD.c engaging in shared and independent /self-initiated reading and writing activities</b>		
<b>Core Content Connectors: 2</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>2.HD.c1 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</b>	<b>Comprehension and Collaboration</b> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing	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.

discussion).	their own clearly and persuasively.	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).
<b>2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.</b>	<b>Comprehension and Collaboration</b> 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.	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.
<b>2.HD.c3 Participate in shared research or writing projects.</b>	<b>Research to Build and Present Knowledge</b> W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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).
<b>E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others</b>		
<b>Core Content Connectors: 2</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>2.HD.d1 Retell a favorite text, including key details.</b>	<b>Key Ideas and Details</b> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.</b>	<b>Comprehension and Collaboration</b> 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.	<b>Presentation of Knowledge and Ideas</b> 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.	2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.HD.d4 Discuss key details and main topic of a preferred text.	<b>Key Ideas and Details</b> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
<b>E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</b>		
<b>Core Content Connectors: 2</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
2.HD.e1 Identify text features to aid comprehension.	<b>Craft and Structure</b> 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.	<b>Integration of Knowledge and Ideas</b> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <b>Craft and Structure</b> 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.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 contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

<b>2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</b>	<b>Fluency</b> RF4. Read with sufficient accuracy and fluency to support comprehension.	2.RF.4c Read with sufficient accuracy and fluency to support comprehension c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>E.HD.f explaining what “good/proficient” readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked</b>		
<b>Core Content Connectors: 2</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>2.HD.f1 Explain what information or strategy was used to help comprehend text.</b>		No CCSS
<b>2.HD.f2 Evaluate if a “fix-up” or comprehension strategy was effective or not for a given topic or text.</b>		No CCSS
<b>E.HD.g using peer feedback and “mentor texts” to expand writing skills; self-evaluating what worked</b>		
<b>Core Content Connectors: 2</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>2.HD.g1 Read books to examine how to write certain genres.</b>	<b>Craft and Structure</b> 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.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<b>2.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.</b>	<b>Production and Distribution of Writing</b> W6. Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.	2.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
<b>2.HD.g3 With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.</b>	<b>Production and Distribution of Writing</b> 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.

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

### Grade 3

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

	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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<b>E.HD.i contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections)</b>		
<b>Core Content Connectors: 3</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.</b>	<b>Comprehension and Collaboration</b> 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.
<b>3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</b>	<b>Comprehension and Collaboration</b> 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.
<b>3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.</b>	<b>Comprehension and Collaboration</b> 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.
<b>3.HD.i4 Express ideas and understanding in light of collaborative discussions.</b>	<b>Comprehension and Collaboration</b> 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. d. Explain their own ideas and understanding in light of the discussion.
<b>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</b>		
<b>Core Content Connectors: 3</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</b>	<b>Fluency</b> RF4. Read with sufficient accuracy and fluency to support comprehension.	3.RF.4c Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>E.HD.k deepening exposure to favorite authors/topics/genres and explaining/supporting preferences</b>		
<b>Core Content Connectors: 3</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>3.HD.k1 Explain preferences for favorite authors, topics, and/or genres.</b>		No CCSS
<b>E.HD.l self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)</b>		
<b>Core Content Connectors: 3</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>3.HD.l1 Explain what information or strategy was used to help comprehend text.</b>		No CCSS
<b>3.HD.l2 Evaluate if a “fix-up” or comprehension strategy was effective or not for a given topic or text.</b>		No CCSS
<b>3.HD.l3 Describe process used to</b>		No CCSS

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

## Grade 4

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

<p><b>or text through appropriate statements made during discussion.</b></p>	<p>effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</b></p>	<p><b>Comprehension and Collaboration</b> 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.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.</b></p>	<p><b>Comprehension and Collaboration</b> 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.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>4.HD.i4 Review the key ideas</b></p>	<p><b>Comprehension and Collaboration</b></p>	<p>4.SL.1 Engage effectively in a range of</p>



<p><b>expressed within a collaborative discussion.</b></p>	<p>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.</p>	<p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
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<b>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</b>		
<b>Core Content Connectors: 4</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</b>	<b>Fluency</b> RF4. Read with sufficient accuracy and fluency to support comprehension.	4.RF.4c Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>E.HD.k deepening exposure to favorite authors/topics/genres and explaining/supporting preferences</b>		
<b>Core Content Connectors: 4</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>4.HD.k1 Explain preferences for favorite authors, topics, and/or genres.</b>		No CCSS
<b>E.HD.l self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)</b>		
<b>Core Content Connectors: 4</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>4.HD.l1 Explain what information or strategy was used to help comprehend text.</b>		No CCSS
<b>4.HD.l2 Evaluate if a “fix-up” or comprehension strategy was effective or not for a given topic or text.</b>		No CCSS
<b>4.HD.l3 Describe process used to develop writing.</b>		No CCSS
<b>E.HD.m setting reading/writing goals based on feedback and taking steps to meet goals</b>		
<b>Core Content Connectors: 4</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>4.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills.</b>		No CCSS

## Grade 5

<b>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)</b>		
<b>Core Content Connectors: 5</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction and nonfiction novels.</b>	<b>Range of Reading and Level of Text Complexity</b> R10. Read and comprehend complex literary and informational texts independently and proficiently.	5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. 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.
<b>5.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.</b>	<b>Range of Writing</b> W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>M.HD.b self-monitoring and deepening comprehension with metacognitive self-talk (“I wonder...”, “Now I know...so I think this means that...”)</b>		
<b>Core Content Connectors: 5</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>NO CCCs were written for this PI at this grade level.</b>		
<b>M.HD.c flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks</b>		
<b>Core Content Connectors: 5</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>5.HD.c1 Utilize different comprehension strategies depending upon the text or literacy task.</b>		No CCSS

<b>M.HD.d flexibly making editing and revision choices and sustaining effort to fit composition needs</b>		
<b>Core Content Connectors: 5</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>5.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</b>	<b>Production and Distribution of Writing</b> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>M.HD.e actively contributing and supporting relevant individual perspectives in book or writing discussions</b>		
<b>Core Content Connectors: 5</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</b>	<b>Comprehension and Collaboration</b> 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.
<b>5.HD.e2 Review the key ideas expressed within a collaborative discussion.</b>	<b>Comprehension and Collaboration</b> 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.
<b>M.HD.f setting personal goals, identifying strategies, and monitoring progress to improve reading or writing</b>		
<b>Core Content Connectors: 5</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>5.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.</b>		No CCSS

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

## Grade 6

<b>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)</b>		
<b>Core Content Connectors: 6</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.</b>	<b>Range of Reading and Level of Text Complexity</b> R10. Read and comprehend complex literary and informational texts independently and proficiently.	6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band 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.
<b>6.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.</b>	<b>Range of Writing</b> W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>M.HD.b self-monitoring and deepening comprehension with metacognitive self-talk (“I wonder...”, “Now I know...so I think this means that...”)</b>		
<b>Core Content Connectors: 6</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>NO CCCs were written for this PI at this grade level</b>		

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

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

## Grade 7

<b>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)</b>		
<b>Core Content Connectors: 7</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</b>	<b>Range of Reading and Level of Text Complexity</b> R10. Read and comprehend complex literary and informational texts independently and proficiently.	7.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>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)</b>		
<b>Core Content Connectors: 7</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.</b>	<b>Comprehension and Collaboration</b> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

<p><b>7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.</b></p>	<p><b>Comprehension and Collaboration</b> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p><b>7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</b></p>	<p><b>Comprehension and Collaboration</b> SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>7.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<p><b>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</b></p>		
<p><b>Core Content Connectors: 7</b></p>	<p><b>CCSS Anchor Standards</b></p>	<p><b>Common Core State Standard</b></p>
<p><b>7.HD.i1 Use information and feedback to refine understanding or products.</b></p>	<p><b>Comprehension and Collaboration</b> 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.</p>	<p>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. e. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<p><b>7.HD.i2 Use feedback from adults and peers to improve writing.</b></p>	<p><b>Production and Distribution of Writing</b> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>7.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>



<b>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)</b>		
<b>Core Content Connectors: 7</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>7.HD.j1 Use information and feedback to refine own thinking.</b>	<b>Comprehension and Collaboration</b> 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.
<b>7.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.</b>	<b>Research to Build and Present Knowledge</b> 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.

## Grade 8

<b>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)</b>		
<b>Core Content Connectors: 8</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</b>	<b>Range of Reading and Level of Text Complexity</b> R10. Read and comprehend complex literary and informational texts independently and proficiently.	8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band 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.
<b>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)</b>		
<b>Core Content Connectors: 8</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).</b>	<b>Comprehension and Collaboration</b> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	8.SL.2 Analyze the purpose of the information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.
<b>8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).</b>	<b>Comprehension and Collaboration</b> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	8.SL.2 Analyze the purpose of the information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.
<b>8.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</b>	<b>Comprehension and Collaboration</b> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<b>8.HD.h4 Identify when irrelevant evidence is introduced within an argument.</b>	<b>Comprehension and Collaboration</b> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

<b>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</b>		
<b>Core Content Connectors: 8</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>8.HD.i1 Use information and feedback to refine understanding.</b>	<b>Comprehension and Collaboration</b> 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.	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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.
<b>8.HD.i2. Use feedback from adults and peers to clarify writing.</b>	<b>Production and Distribution of Writing</b> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	8.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>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)</b>		
<b>Core Content Connectors: 8</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>8.HD.j1 Use information and feedback to clarify meaning for readers.</b>	<b>Comprehension and Collaboration</b> 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.	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing 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.

<p><b>8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.</b></p>	<p align="center"><b>Research to Build and Present Knowledge</b></p> <p>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.</p>	<p>8.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.</p>
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## Grade 9-10

<b>H.HD.a reading grade level texts to accomplish academic or personal goals</b>		
<b>Core Content Connectors: 910</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<p><b>910.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.</b></p>	<p align="center"><b>Range of Reading and Level of Text Complexity</b></p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>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 literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>
<b>H.HD.b reflecting on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)</b>		
<b>Core Content Connectors: 910</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<p><b>910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</b></p>	<p align="center"><b>Comprehension and Collaboration</b></p> <p>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.</p>	<p>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.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to</p>

		broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.</b>	<b>Comprehension and Collaboration</b> 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.	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 presented.
<b>910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</b>	<b>Comprehension and Collaboration</b> 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.	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

		presented.
<b>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</b>		
<b>Core Content Connectors: 910</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>910.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</b>	<b>Comprehension and Collaboration</b> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<b>H.HD.d tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)</b>		
<b>Core Content Connectors: 910</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>910.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.</b>		No CCSS.
<b>H.HD.e independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)</b>		
<b>Core Content Connectors: 910</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>910.HD.e1 Read challenging grade appropriate texts.</b>	<b>Range of Reading and Level of Text Complexity</b> 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.
<b>H.HD.f interpreting requirements, planning, and persevering through complex/extended literacy tasks</b>		
<b>Core Content Connectors: 910</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.</b>		NO CCSS

<b>H.HD.g identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)</b>		
<b>Core Content Connectors: 910</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>910.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.</b>	<p><b>Research to Build and Present Knowledge</b></p> <p>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.</p>	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>910.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.</b>		NO CCSS
<b>H.HD.h pursuing interactions/discourse with a widening community of readers and writers</b>		
<b>Core Content Connectors: 910</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>910.HD.h1 Work with peers to set rules for collegial discussions and decision-making.</b>	<p><b>Comprehension and Collaboration</b></p> <p>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.</p>	<p>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.</p> <p>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 views), clear goals and deadlines, and individual roles as needed.</p>

<p><b>910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</b></p>	<p><b>Comprehension and Collaboration</b>  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.</p>	<p>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.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
<p><b>910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.</b></p>	<p><b>Comprehension and Collaboration</b>  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.</p>	<p>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.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>



## Grade 11-12

<b>H.HD.a reading grade level texts to accomplish academic or personal goals</b>		
<b>Core Content Connectors: 1112</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>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.</b>	<b>Range of Reading and Level of Text Complexity</b> 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.
<b>H.HD.b reflection on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)</b>		
<b>Core Content Connectors: 1112</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>1112.HD.b1 Consider a full range of ideas or positions on a given topic or text when presented in a discussion.</b>	<b>Comprehension and Collaboration</b> 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. <ul style="list-style-type: none"> <li>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</li> </ul>

		conclusions; and promote divergent and creative perspectives.
<b>1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</b>	<b>Comprehension and Collaboration</b> 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.
<b>1112.HD.b3 Summarize points of agreement and disagreement within a discussion on a given topic or text.</b>	<b>Comprehension and Collaboration</b> 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. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<p><b>1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</b></p>	<p><b>Comprehension and Collaboration</b> 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.</p>	<p>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. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><b>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</b></p>		
<p><b>Core Content Connectors: 1112</b></p>	<p><b>CCSS Anchor Standards</b></p>	<p><b>Common Core State Standard</b></p>
<p><b>1112.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</b></p>	<p><b>Comprehension and Collaboration</b> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>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.</p>
<p><b>H.HD.d tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)</b></p>		
<p><b>Core Content Connectors: 1112</b></p>	<p><b>CCSS Anchor Standards</b></p>	<p><b>Common Core State Standard</b></p>
<p><b>1112.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.</b></p>		<p>No CCSS.</p>

<b>H.HD.e independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)</b>		
<b>Core Content Connectors: 1112</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>1112.HD.e1 Independently read challenging grade appropriate texts.</b>	<b>Range of Reading and Level of Text Complexity</b> 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.
<b>H.HD.f interpreting requirements, planning, and persevering through complex/extended literacy tasks</b>		
<b>Core Content Connectors: 1112</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.</b>		NO CCSS

<b>H.HD.g identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)</b>		
<b>Core Content Connectors: 1112</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>1112.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.</b>	<b>Research to Build and Present Knowledge</b> 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.	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>1112.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.</b>		NO CCSS
<b>H.HD.h pursuing interactions/discourse with a widening community of readers and writers</b>		
<b>Core Content Connectors: 1112</b>	<b>CCSS Anchor Standards</b>	<b>Common Core State Standard</b>
<b>1112.HD.h1 Work with peers to promote democratic discussions.</b>	<b>Comprehension and Collaboration</b> 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. <ul style="list-style-type: none"> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> </ul>

<p><b>1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</b></p>	<p><b>Comprehension and Collaboration</b>  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.</p>	<p>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.</p> <p>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.</p>
<p><b>1112.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspectives.</b></p>	<p><b>Comprehension and Collaboration</b>  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.</p>	<p>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.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>