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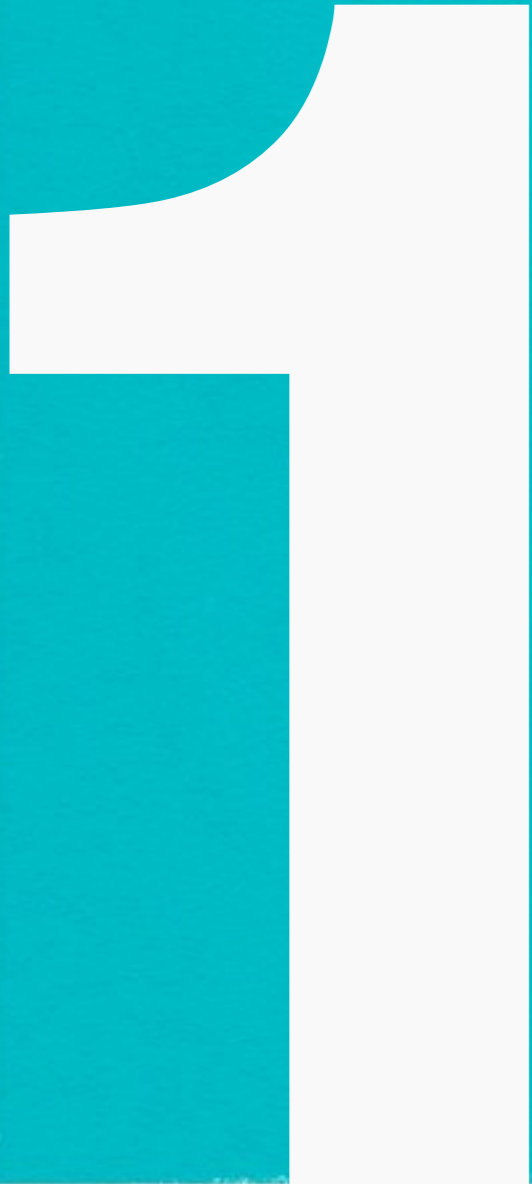
# **Digital Learning for the Common Core Scope and Sequence**

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Draft

# English Language Arts Standards

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# Reading

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## Key Ideas And Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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## Craft And Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the

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text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

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## Integration Of Knowledge And Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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## Range Of Reading And Level Of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CC.R.L.7					
<b>Reading</b> (Literature) Integration of Knowledge and Ideas		Use information gained from the illustrations and words in a print or <b>digital text</b> to demonstrate understanding of its characters, setting, or plot.			Analyze how visual and <b>multimedia</b> elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, <b>multimedia presentation</b> of fiction, folktale, myth, poem).
CC.R.I.5					
<b>Reading</b> (Informational Text) Integration of Knowledge and Ideas	Know and use various text features (e.g., page of a book, headings, tables of contents, glossaries, <b>electronic menus</b> , icons) to locate key facts or information in a text.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, <b>electronic menus</b> , icons) to locate key facts or information in a text efficiently.	Use text features and search tools (e.g., key words, sidebars, <b>hyperlinks</b> ) to locate information comparison, cause/ effect, problem/ solution) of relevant to a given topic efficiently.		
CC.R.I.7					
<b>Reading</b> (History)				Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on <b>Web pages</b> ) and explain how the information contributes to an understanding of the text in which it appears.	Draw on information from multiple print or <b>digital sources</b> , demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
CC.R.L.7	<p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an <b>audio, video,</b> or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>Compare and contrast a story, drama, or poem to its <b>audio, filmed,</b> staged, or <b>multimedia</b> version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>Analyze the extent to which a <b>filmed</b> or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>Analyze the representation of a subject or a key scene in two different artistic <b>mediums,</b> including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>Analyze multiple interpretations of a story, drama, or poem (e.g., <b>recorded</b> or live production of a play or <b>recorded</b> novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>
<p><b>Reading</b> (Literature) Integration of Knowledge and Ideas</p>					
CC.8.R.1.7	<p>Integrate information presented in different <b>media</b> or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>Compare and contrast a text to an <b>audio, video,</b> or <b>multimedia</b> version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>Evaluate the advantages and disadvantages of using different <b>mediums</b> (e.g., print or <b>digital text, video, multimedia</b>) to present a particular topic or idea.</p>	<p>Analyze various accounts of a subject told in different <b>mediums</b> (e.g., a person’s life story in both print and <b>multimedia</b>), determining which details are emphasized in each account.</p>	<p>Integrate and evaluate multiple sources of information presented in different <b>media</b> or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
<p><b>Reading</b> (Informational Text) Integration of Knowledge and Ideas</p>					
CC6-8RH/SS7	<p>Integrate visual information (e.g., in charts, graphs, photographs, <b>videos,</b> or maps) with other information in print and <b>digital texts.</b></p>	<p>Integrate visual information (e.g., in charts, graphs, photographs, <b>videos,</b> or maps) with other information in print and <b>digital texts.</b></p>	<p>Integrate visual information (e.g., in charts, graphs, photographs, <b>videos,</b> or maps) with other information in print and <b>digital texts.</b></p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or <b>digital text.</b></p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and <b>media</b> (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<p><b>Reading</b> (History)</p>					

# Writing

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### Text Types And Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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### Production And Distribution Of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  6. Use **technology**, including the **Internet**, to produce and publish writing and to interact and collaborate with others.

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### Research To Build And Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### Range Of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CC.W.2.a					Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
Writing Text Types and Purposes					Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and <b>multimedia</b> when useful to aiding comprehension.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and <b>multimedia</b> when useful to aiding comprehension.
CC.W.6						
Writing Production and Distribution of Writing	With guidance and support from adults, explore a variety of <b>digital tools</b> to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of <b>digital tools</b> to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of <b>digital tools</b> to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use <b>technology</b> to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	With some guidance and support from adults, use <b>technology</b> , including the <b>Internet</b> , to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	With some guidance and support from adults, use <b>technology</b> , including the <b>Internet</b> , to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.

	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
CC.W.2.a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
<b>Writing</b> Text Types and Purposes	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and <b>multimedia</b> when useful to aiding comprehension.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and <b>multimedia</b> when useful to aiding comprehension.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and <b>multimedia</b> when useful to aiding comprehension.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and <b>multimedia</b> when useful to aiding comprehension.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and <b>multimedia</b> when useful to aiding comprehension.
CC.W.6	Use <b>technology</b> , including the <b>Internet</b> , to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Use <b>technology</b> , including the <b>Internet</b> , to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Use <b>technology</b> , including the <b>Internet</b> , to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Use <b>technology</b> , including the <b>Internet</b> , to produce, publish, and update individual or shared writing products, taking advantage of <b>technology's</b> capacity to link to other information and to display information flexibly and dynamically.	Use <b>technology</b> , including the <b>Internet</b> , to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>Writing</b> Production and Distribution of Writing					



	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CC.W.8						
<p><b>Writing</b>  Research to Build  and Present  Knowledge</p>				<p>Recall information from experiences or gather information from print and <b>digital</b> sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Recall relevant information from experiences or gather relevant information from print and <b>digital</b> sources; take notes and categorize information, and provide a list of sources.</p>	<p>Recall relevant information from experiences or gather relevant information from print and <b>digital</b> sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
CC.W.8	<p>Gather relevant information from multiple print and <b>digital</b> sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Gather relevant information from multiple print and <b>digital</b> sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Gather relevant information from multiple print and <b>digital</b> sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Gather relevant information from multiple authoritative print and <b>digital</b> sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Gather relevant information from multiple authoritative print and <b>digital</b> sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</p>
<p><b>Writing</b> Research to Build and Present Knowledge</p>					
CC.WH/SS/S/TS8	<p>Gather relevant information from multiple print and <b>digital</b> sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Gather relevant information from multiple print and <b>digital</b> sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Gather relevant information from multiple print and <b>digital</b> sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Gather relevant information from multiple authoritative print and <b>digital</b> sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Gather relevant information from multiple authoritative print and <b>digital</b> sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</p>
<p><b>Writing</b> (History, Science, Technical Subjects)</p>					

# Speaking & Listening

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## Comprehension And Collaboration

1. 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. Integrate and evaluate information presented in diverse **media** and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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## Presentation Of Knowledge And Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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5. Make strategic use of **digital media** and visual displays of data to express information and enhance understanding of presentations.
  6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. **Digital Texts** confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded **video** and **audio**.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CC.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other <b>media</b> .	Recount or describe key ideas or details from a text read aloud or information presented orally or through other <b>media</b>			
Speaking & Listening Comprehension and Collaboration					
CC.4.SL.5		Create <b>audio</b> recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Create engaging <b>audio</b> recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Add <b>audio</b> recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Include <b>multimedia</b> components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Speaking & Listening Presentation of Knowledge and Ideas					

	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
CC.SL.2	<p>Interpret information presented in diverse <b>media</b> and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>Analyze the main ideas and supporting details presented in diverse <b>media</b> and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>Analyze the purpose of information presented in diverse <b>media</b> and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation</p>	<p>Integrate multiple sources of information presented in diverse <b>media</b> or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Integrate multiple sources of information presented in diverse formats and <b>media</b> (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>
Speaking & Listening Comprehension and Collaboration					
CC.4.SL.5	<p>Include <b>multimedia</b> components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>Include <b>multimedia</b> components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Integrate <b>multimedia</b> and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Make strategic use of <b>digital media</b> (e.g., textual, graphical, <b>audio</b>, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Make strategic use of <b>digital media</b> (e.g., textual, graphical, <b>audio</b>, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Speaking & Listening Presentation of Knowledge and Ideas					

# Language

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## Conventions Of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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## Knowledge Of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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## Vocabulary Acquisition And Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>CC.L.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
<b>Language Vocabulary Acquisition and Use</b>	Use glossaries and beginning dictionaries, both print and <b>digital</b> , to determine or clarify the meaning of words and phrases.	Use glossaries or beginning dictionaries, both print and <b>digital</b> , to determine or clarify the precise meaning of key words and phrases.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and <b>digital</b> , to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and <b>digital</b> , to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>CC.L.4.c</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
<b>Language Vocabulary Acquisition and Use</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and <b>digital</b> , to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and <b>digital</b> , to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and <b>digital</b> , to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and <b>digital</b> , to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and <b>digital</b> , to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.



## Section 5

# Recommended Texts

## Reading: Literature - High School

Author	Title	Free	Cost
Louisa May Alcott (1869)	<a href="#">Little Women</a>	x	
Mark Twain (1876)	<a href="#">The Adventures of Tom Sawyer</a>	x	
Robert Frost (1915)	<a href="#">“The Road Not Taken”</a>		\$1.99
Susan Cooper (1973)	<a href="#">The Dark Is Rising</a>		\$5.99
Laurence Yep (1975)	Dragonwings		\$2.99
Mildred Taylor (1976)	Roll of Thunder, Hear My Cry		\$20.99
William Shakespeare (1592)	<a href="#">The Tragedy of Macbeth</a>	x	
Percy Bysshe Shelley (1817)	<a href="#">“Ozymandias”</a>	x	
Edgar Allan Poe (1845)	<a href="#">“The Raven”</a>	x	
O. Henry (1906)	<a href="#">“The Gift of the Magi”</a>	x	
John Steinbeck (1939)	<a href="#">The Grapes of Wrath</a>		\$12.99
Ray Bradbury (1953)	<a href="#">Fahrenheit 451</a>		\$9.99
Michael Shaara (1975)	<a href="#">The Killer Angels</a>		\$7.99
John Keats (1820)	<a href="#">“Ode on a Grecian Urn”</a>		\$0.99
Charlotte Brontë (1848)	<a href="#">Jane Eyre</a> x		
Emily Dickinson (1890)	<a href="#">“Because I Could Not Stop for Death”</a>	x	
F. Scott Fitzgerald (1925)	<a href="#">The Great Gatsby</a> \$12.99		
Zora Neale Hurston (1937)	<a href="#">Their Eyes Were Watching God</a>		\$9.99
Lorraine Hansberry (1959)	<a href="#">A Raisin in the Sun</a>		\$6.99
Jhumpa Lahiri (2003)	<a href="#">The Namesake</a>		\$9.99

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## Reading: Informational Text - High School

Author	Title	Free	Cost
John Adams (1776)	<a href="#"><u>"Letter on Thomas Jefferson"</u></a>	X	
Frederick Douglass (1845)	<a href="#"><u>Narrative of the Life of Frederick Douglass, an American Slave</u></a>	X	
Winston Churchill (1940)	"Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940"		
Ann Petry (1955)	Harriet Tubman: Conductor on the Underground Railroad		
John Steinbeck (1962)	<a href="#"><u>Travels with Charley: In Search of America</u></a>		\$9.99
Patrick Henry (1775)	<a href="#"><u>"Speech to the Second Virginia Convention"</u></a>	X	
George Washington (1796)	<a href="#"><u>"Farewell Address"</u></a>	X	
Abraham Lincoln (1863)	<a href="#"><u>"Gettysburg Address"</u></a>	X	
Franklin Delano Roosevelt (1941)	<a href="#"><u>"State of the Union Address"</u></a>	X	
Martin Luther King, Jr. (1964)	<a href="#"><u>"Letter from Birmingham Jail"</u></a>	X	
Elie Wiesel (1997)	<a href="#"><u>"Hope, Despair and Memory"</u></a>		
Thomas Paine (1776)	<a href="#"><u>Common Sense</u></a>	X	
Henry David Thoreau (1854)	<a href="#"><u>Walden</u></a>	X	
Ralph Waldo Emerson (1857)	<a href="#"><u>"Society and Solitude"</u></a>	X	
G. K. Chesterton (1909)	<a href="#"><u>"The Fallacy of Success"</u></a>	X	
Richard Wright (1945)	<a href="#"><u>Black Boy</u></a>		\$12.99
George Orwell (1946)	<a href="#"><u>"Politics and the English Language"</u></a>		\$12.99
Rudolfo Anaya (1995)	"Take the Tortillas Out of Your Poetry"		

# Synopsis

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	1	2	3	4	5	6	7	8	9	10	11	12
Reading Literature												
Reading Informational Text												
Reading History												
Writing Text Types and Purposes												
Writing Production and Distribution of Writing												
Writing Research to Build and Present Knowledge												
Writing (History, Science, Technical Subjects)												
Speaking & Listening Comprehension and Collaboration												
Speaking & Listening Presentation of Knowledge and Ideas												
Language Vocabulary Acquisition and Use												