

Ready for High School Literacy: College and Career Readiness Standards

This course utilizes a disciplinary literacy approach, that teaches students strategies for reading and understanding complex texts in the subject areas of English, history and science. The course presents a challenging and interesting curriculum that prepares students for the rigors of postsecondary studies. Students learn to organize, develop and defend their ideas on a variety of topics, increasing their critical thinking and communication skills, both written and verbal.

This document provides an overview of the College and Career Readiness Standards in Literacy that are addressed in each unit of the course. The specific standards for each lesson within each unit are listed in the teacher's guide at the beginning of each lesson.

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College and Career Readiness Literacy Standards Addressed in High School Ready Literacy

English Unit 1

Reading Informational Text

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- 3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
- 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 in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 6 Assess how point of view or purpose shapes the content and style of a text.
- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- 10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Writing

- 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 a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. 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 multimedia when useful to aiding comprehension.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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.

Speaking and Listening

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.
c. Build on the ideas of others by asking relevant questions and contributing appropriate and essential information.

d. Review the key ideas expressed and extend their own thinking in light of new information learned.

2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3 Delineate the claims made by a speaker or presenter and detail what evidence supports which claims.

4 Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.

6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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 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.

English Unit 2

Reading Informational Text

1 Cite the textual evidence that most strongly supports the analysis of what the text says explicitly, as well as inferences drawn from the text.

2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

6 Determine author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading Literature

1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

6 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Writing

1 Write arguments to support claims with clear reasons and relevant evidence.

1b Support claims with logical and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

1d Establish and maintain a formal style.

2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

2d Use precise language and domain-specific vocabulary to inform or explain about a topic.

3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

5 With some 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.

7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 range of discipline specific tasks, purposes, and audiences.

Speaking and Listening

1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

Language

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4 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.

History Unit 1

Reading

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.

4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

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.

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

Writing

1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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.

9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

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.

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.

History Unit 2

Reading

1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8 Distinguish among fact, opinion, and reasoned judgment in a text.

9 Analyze the relationship between a primary and secondary source on the same topic.

Writing

2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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.

9 Draw evidences from informational texts to support analysis reflection, and research.

10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

grades 6–8 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

1d Comprehension and Collaboration: 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.

4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

6. Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Science Unit 1

Reading

1 Cite specific textual evidence to support analysis of science and technical texts.

2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

9 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Writing

1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

2e Establish and maintain a formal style and objective tone.

2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

5 With some 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.

7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9 Draw evidence from informational texts to support analysis, reflection, and research.

10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Science Unit 2

Reading

1 Cite specific textual evidence to support analysis of science and technical texts.

2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Writing

1 Write arguments focused on discipline-specific content.

a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d Establish and maintain a formal style.

e Provide a concluding statement or section that follows from and supports the argument presented.

2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose;

2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

5 With some 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.

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.

9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

Speaking and Listening

1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.