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| **Common Core Standards for English Language Arts Grades 9-12 Matrix** |

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| **Key:**  **√**  denotes a correlation in ideas and concepts in both standard and lessons  **x** denotes the ideas and concepts may not be directly addressed, but the ideas are supported in both lesson and activities  ● denotes an implied idea or concept that may be used in both lesson and activity |

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| **College and Career Readiness Anchor Standards for Reading**  **Grades 6-12** |  |
| **Key Ideas and Details** |  |
| * 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. |  |
| * Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and Ideas. |  |
| * Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |  |
| **Craft and Structure** |  |
| * Interpret words and phrases as they are used in II text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |  |
| * 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. |  |
| * Assess how point of view or purpose shapes the content and style of a text. |  |
| **Integration of Knowledge and Ideas** |  |
| * Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | • |
| * 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. |  |
| * Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |  |
| **Range of Reading and Level of Text Complexity** |  |
| * Read and comprehend complex literary and informational texts independently and proficiently. |  |

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| **College and Career Readiness Anchor Standards for Writing**  **Grades 6-12** |  |
| **Text Types and Purposes** |  |
| * Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |  |
| * Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |  |
| * Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |  |
| **Production and Distribution of Writing** |  |
| * Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |
| * Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  |
| * Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |  |
| **Research to Build and Present Knowledge** |  |
| * Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |  |
| * Gather relevant Information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |  |
| * Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |
| **Range of Writing** |  |
| * 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 tasks, purposes, and audiences. |  |
| **College and Career Readiness Anchor Standards for Speaking and Listening**  **Grades 6-12** |  |
| **Comprehension and Collaboration** |  |
| * 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. |  |
| * Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | x |
| * Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |  |
| **Presentation of Knowledge and Ideas** |  |
| * 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. | • |
| * Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | X |
| * Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | • |

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| **College and Career Readiness Anchor Standards for Language**  **Grades 6-12** |  |
| **Conventions of Standard English** |  |
| * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |
| * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |
| **Knowledge of Language** |  |
| * 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. |  |
| **Vocabulary Acquisition and Use** |  |
| * 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. |  |
| * Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |
| * 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 considering a word or phrase Important to comprehension or expression. | • |

Comparison of *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects* and the *Autodesk® Digital STEAM Workshop*

Source: *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*