| Mathematics Standards | Common Core Achieve Mathematics | Common Core Achieve Online (Mathematics) | Common Core Basics Mathematics |
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| **HIGH EMPHASIS:** | | | |
| **Algebra: Arithmetic with Polynomials and Rational Expressions** | | | |
| A-APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | 4.1 | 4.1 |  |
| A-APR.3 - Identify zeroes of polynomials when suitable factorizations are available, and use the zeroes to construct a rough graph of the function defined by the polynomial. | 4.2, 6.1 | 4.2, 6.2 | 6.5 |
| **Algebra: Reasoning with Equations and Inequalities** | | | |
| A-REI.1 - Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. | 3.2 | 3.2 | 5.2, 5.3 |
| A-REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. | 3.2, 3.3 | 3.2, 3.3 | 5.4, 6.1 |
| A-REI.4 - Solve quadratic equations in one variable. | 4.3 | 4.3 | 12.5 |
| A-REI.10 - Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). | 5.3 | 5.3 | 6.2 |
| A-REI.12 - Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. |  |  |  |
| **Algebra: Creating Equations** | | | |
| A-CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. | 3.4, 4.3 | 3.4, 4.3 | 5.2, 5.4 |
| A-CED.2 – Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. | 5.2, 5.3 | 5.2, 5.3 | 6.2, 6.3 |
| A-CED.3 – Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. | 3.4, 5.4 | 3.4, 5.4 | 5.4 |
| A-CED.4 - Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R. | 7.2, 8.1 | 7.2, 8.1 | 12.5, 12.6 |
| **Algebra: Seeing Structure in Expressions** | | | |
| A-SSE.1 - Interpret expressions that represent a quantity in terms of its context. | 3.1 | 3.1 | 5.1 |
| A-SSE.3 - Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. | 1.3, 1.4 | 1.3, 1.4 | 8.1, 8.2, 8.3 |
| **Functions: Interpreting Functions** | | | |
| F-IF.1 - Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph off is the graph of the equation y = f(x | 6.1 | 6.1 | 6.5 |
| F-IF.2 – Use function notations, evaluates functions for inputs in their domains, and interprets statements that use function notation in terms of a context. | 6.1 | 6.1 | 6.5 |
| F-IF.4 - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.6 | 6.3 | 6.3 |  |
| F-IF.5 - Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. | 6.1 | 6.1 |  |
| F-IF.6 - Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. | 6.4 | 6.4 | 6.5 |
| F-IF.7 - Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. | 6.1., 6.3 | 6.1., 6.3 | 6.5 |
| F-IF.8 - Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. | 6.1, 6.2 | 6.1, 6.2 |  |
| F-IF.9 - Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one G-quadratic function and an algebraic expression for another, say which has the larger maximum. | 6.4 | 6.4 |  |
| **Functions: Linear, Quadratic, and Exponential Models** | | | |
| F-LE.1 - Distinguish between situations that can be modeled with linear functions and with exponential functions. | 6.2 | 6.2 | 6.5 |
| F-LE.2 - Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). | 6.1, 6.2 | 6.1, 6.2 |  |
| F-LE.3 - Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. | 6.3 | 6.3 |  |
| F-LE.5 - Interpret the parameters in a linear, quadratic, or exponential function in terms of a context. | 6.3 | 6.3 |  |
| **Geometry: Geometric Measurement with Dimension** | | | |
| G-GMD.3 - Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. | 7.3, 7.4 | 7.3, 7.4 | 12.6, 12.7 |
| G-GMD.4 - Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. |  |  |  |
| **Geometry: Modeling with Geometry** | | | |
| G-MG.2 - Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). | 7.4 | 7.4 |  |
| **Number and Quantity: The Real Number System** | | | |
| N-RN.2 - Rewrite expressions involving radicals and rational exponents using the properties of exponents. | 1.3, 1.4, 4.4 | 1.3, 1.4, 4.4 | 8.1, 8.2, 8.3 |
| N-RN.3 - Explain why the sum or product of rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. | 1.1 | 1.1 |  |
| **MEDIUM EMPHASIS:** | | | |
| Functions: Building Functions | 6.1 | 6.1 | 6.5 |
| Geometry: Congruence |  |  | 12.1 |
| Geometry: Similarity, Right Triangles, and Trigonometry | 7.1 | 7.1 | 12.5 |
| Number and Quantity: Quantities | 1.2, 2.1 | 1.2, 2.1 | 7.2, 7.3 |
| Statistics and Probability: Making Inferences and Justifying Conclusions | 2.4, 8.1 | 2.4, 8.1 | 9.1, 10.2 |
| Statistics and Probability: Interpreting Categorical and Quantitative Data | 5.1, 8.2, 8.3, 8.4 | 5.1, 8.2, 8.3, 8.4 | 6.4, 9.2, 9.3 |
| **LOW EMPHASIS:** | | | |
| Other standards from Domains listed above | 2.2 | 2.2 |  |
| Functions: Trigonometric Functions |  |  | 12.5 |
| Geometry: Circles | 7.2 | 7.2 | 12.1, 12.2, 12.4 |
| Geometry: Expressing Geometric Properties with Equations | 7.1 | 7.1 | 12.2 |
| Number and Quantity: The Complex Number System | 1.2 | 1.2 | 4.1, 4.2, 4.3, 4.4 |
| Statistics and Probability: Conditional Probability and Rules of Probability | 2.3, 2.4 | 2.3, 2.4 | 10.1, 10.2, 10.3 |

| **Social Studies Standards** | Common Core Achieve Social Studies | Common Core Achieve Online Social Studies | Common Core Basics Social Studies |
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| **HIGH EMPHASIS:** | | | |
| **U.S. History: Post-War United States (1945-1970s)**   * The economic boom and social transformation of postwar United States. * How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. * Domestic policies after World War II. * The struggle for racial and gender equality and for the extension of civil liberties. | 4.3, 4.4 | 4.3, 4.4 | 3.1, 3.2, 3.3 |
| **U.S. History: The Great Depression and World War II (1929-1945**)   * The causes of the Great Depression and how it affected American society. * How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state. * The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs. | 4.2, 7.1 | 4.2, 7.1 | 2.4, 3.1, 6.1 |
| **U.S. History: Civil War and Reconstruction (1850-1877)**   * The causes of the Civil War. * The course and character of the Civil War and its effects on the American people. * Various reconstruction plans succeeded or failed. | 3.3 | 3.3 | 2.3 |
| **Civics and Government: U.S. Constitution: Embodies the Purpose, Values, and Principles of American Democracy**   * Describe the purposes, organization, and functions of the institutions of the national government. * Explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power. * Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments. * Identify the major responsibilities of their state and local governments and evaluate how well they are being fulfilled. * Evaluate, take, and defend positions on the role and importance of law in the American political system. * Explain the importance of the judicial protection of individual rights. * Describe how the public agenda is set. * Evaluate, take, and defend positions about the role of public opinion in American politics. * Evaluate, take, and defend positions on the influence of the media on American political life. * Describe the roles of political parties, campaigns, and elections in American politics. | 1.2, 1.3, 2.1, 2.2, 2.3 | 1.2, 1.3, 2.1, 2.2, 2.3 | 1.2, 1.3, 1.4, 1.5, 1.6 |
| **Civics and Government: Civic Life, Politics, and Government**   * Explain the meaning of the terms civic life, politics, and government. * Explain the essential characteristics of limited and unlimited governments. * Explain the various purposes served by constitutions. * Describe the major characteristics of systems of shared powers and of parliamentary systems. * Explain the advantages and disadvantages of federal, confederal, and unitary systems of government. | 1.1 | 1.1 | 1.1, 4.1 |
| **Civics and Government: Foundations of the American Political System**   * Explain the central ideas of American constitutional government and their history. * Explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities. * Explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society. * Explain the meaning of the terms “liberal” and “democracy” in the phrase “liberal democracy”. * Explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy. * Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. | 1.1, 1.2 | 1.1, 1.2 | 1.1, 1.2, 2.1 |
| **Economics: Government and Economics**   * Identify and evaluate the benefits and costs of alternative public policies, and assess who enjoys the benefits and who bears the costs. * Identify some public policies that may cost more than the benefits they generate, and assess who enjoys the benefits and who bears the costs. Explain why the policies exist. * Interpret media reports about current economic conditions and explain how these conditions can influence decisions made by consumers, producers, and government policy makers. * Make informed decisions by anticipating the consequences of inflation and unemployment. * Anticipate the impact of federal government and Federal Reserve System macroeconomic policy decisions on themselves and others. | 2.3. 6.2, 6.3 | 2.3. 6.2, 6.3 | 1.8, 5.3, 5.4, 6.1 |
| **Economics: Microeconomics**   * Identify markets in which people participate as a buyer and as a seller and describe how the interaction of all buyers and sellers influences prices. Also, predict how prices change when there is either a shortage or surplus of the product available. * Predict how changes in factors such as consumers’ tastes or producers’ technology affect prices. * Explain how changes in the level of competition in different markets can affect price and output levels. * Describe the roles of various economic institutions and explain the importance of property rights in a market economy. | 5.1, 5.2, 6.1, 8.1 | 5.1, 5.2, 6.1, 8.1 | 5.2, 5.4, 5.5 |
| **MEDIUM EMPHASIS:** | | | |
| **U.S. History: The Development of the Industrial United States (1870-1900)**   * How the rise of corporations, heavy industry, and mechanized farming transformed the American people. * Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity. * The rise of the American labor movement and how political issues reflected social and economic changes. * Federal Indian policy and United States foreign policy after the Civil War. | 3.4, 7.1, 7.2, 7.3 | 3.4, 7.1, 7.2, 7.3 | 2.4, 6.2 |
| **Civics and Government: Role of the Citizen in American Democracy**   * Explain the meaning of citizenship in the United States. * Evaluate, take, and defend positions on issues regarding the criteria used for naturalization. * Evaluate, take, and defend positions on issues regarding personal, economic and political rights. * Evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy. | 2.1, 7.2 | 2.1, 7.2 | 1.6, 1.7, 3.2 |
| **Economics: Macroeconomics**   * Identify the risks and potential returns to entrepreneurship, as well as the skills necessary to engage in it. Understand the importance of entrepreneurship and innovation to economic growth, and how public policies affect incentives for and, consequently, the success of entrepreneurship in the United States. * Explain how people’s lives would be more difficult in a world with no money, or in a world where money sharply lost its value. Predict the consequences of investment decisions made by individuals, businesses, and governments. * Predict future earnings based on someone’s current plans for education, training, and career options. | 5.2,6.2, 7.2 | 5.2,6.2, 7.2 | 1.8, 5.6, 5.9 |
| **Economics: Basic Economics**   * Identify what people gain and what they give up when they make choices. * Make effective decisions as consumers, producers, savers, investors, and citizens. * Identify incentives that affect people’s behavior and explain how incentives affect their own behavior. * Evaluate different methods of allocating goods and services, by comparing the benefits to the costs of each method. | 5.1, 5.2, 5.3 | 5.1, 5.2, 5.3 | 5.1, 5.7 |
| **Geography: Places and Regions**   * Explain how places are characterized by both physical and human characteristics. * Describes how regions are formed and what makes them distinct. * Describe how physical and human characteristics of places and regions change over time. | 9.2, 9.3, 10.1, 10.2 | 9.2, 9.3, 10.1, 10.2 | 8.1, 8.4 |
| **Geography: Environment and Society**   * Explain the impact of human changes to the environment. * Describe how the physical environment provides opportunities and hindrances on human activities. * Describe the changes that occur in the use, distribution, and importance of a resource. | 9.3, 10.1 | 9.3, 10.1 | 8.3, 8.5 |
| **Geography: Human Systems**   * Identify and explain how factors such as technology, politics, the economy, the environment, and history have influenced population distribution. * Identify and describe the characteristics of cultures. * Evaluate the functions of settlements overtime. * Describe how conflict and cooperation influence the division of the Earth's surface. | 9.3, 10.2, 10.3 | 9.3, 10.2, 10.3 | 8.3, 8.6 |
| **World History: Age of Revolutions (1750-1914)**   * The causes and consequences of political revolutions in the late 18th and early 19th centuries. * The causes and consequences of the agricultural and industrial revolutions, 1700-1850. * Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914. * Patterns of global change in the era of Western military and economic domination, 1800-1914. | 3.1, 3.2, 4.1, 7.3 | 3.1, 3.2, 4.1, 7.3 | 6.2, 6.3 |
| **World History: A Half-Century of Crisis and Achievement (1900-1945)**   * The causes and global consequences of World War I. * The search for peace and stability in the 1920s and 1930s. * The causes and global consequences of World War II. | 4.1, 4.2 | 4.1, 4.2 | 2.4, 3.1 |
| **World History: The 20th Century Since 1945: Promises and Paradoxes**   * How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up. * The search for community, stability, and peace in an interdependent world. | 4.3, 4.4, 4.5 | 4.3, 4.4, 4.5 | 3.4, 4.4, 7.2 |
| **LOW EMPHASIS:** | | | |
| U.S. History: Revolution and the New Nation (1754-1820s). | 3.13.2 | 3.13.2 | 2.2 |
| U.S. History: Expansion and Reform (1801-1861). | 4.1 | 4.1 | 2.2 |
| U.S. History: The Emergence of Modern America (1890-1930). | 4.5 | 4.5 | 2.4 |
| U.S. History: Contemporary United States (1968 to the present). | 4.5 | 4.5 | 3.5 |
| Civics and Government: Relationship of the United States to other Nations and to World Affairs. | 6.3 | 6.3 | 4.7 |
| Economics: Trade and International Politics. | 9.2, 10.1 | 9.2, 10.1 | 1.7, 7.2 |
| Geography: World in Spatial Terms. | 10.1 | 10.1 | 8.4 |
| Geography: Physical Systems. | 9.1 | 9.1 | 8.2 |
| World History: The Beginnings of Human Society. | 9.1 | 9.1 |  |
| World History: Early Civilizations and the Emergence of Pastoral People (4000-1000 BCE). | 9.1 | 9.1 |  |
| World History: Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300 CE). | 9.1 | 9.1 |  |
| World History: Intensified Hemispheric Interactions (1000-1500 CE). | 9.1 | 9.1 |  |
| World History: Expanding Zones of Exchange and Encounter (300-1000 CE). | 9.1 | 9.1 |  |
| World History: The Emergence of the First Global Age (1450-1770). | 9.1 | 9.1 |  |

| **Science Standards** | Common Core Achieve Science | Common Core Achieve Online Science | Common Core Basics Science |
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| **HIGH EMPHASIS:** | | | |
| **Life Sciences** | | | |
| Core Idea: HS-LS1 From Molecules to Organisms: Structures and Processes | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4 |
| Core Idea: HS-LS2 Ecosystems: Interactions, Energy, and Dynamics | 2.1, 2.2, 2.3, 2.4 | 2.1, 2.2, 2.3, 2.4 | 3.1, 3.2, 3.3, 3.4 |
| Core Idea: HS-LS3 Heredity: Inheritance and Variation of Traits | 4.1, 4.2 | 4.1, 4.2 | 5.1, 5.2 |
| Core Idea: HS-LS4 Biological Evolution: Unity and Diversity | 4.3, 4.4, 4.5 | 4.3, 4.4, 4.5 | 6.1, 6.2, 6.3 |
| **Earth and Space Sciences** | | | |
| Core Idea: HS-ESS1 Earth’s Place in the Universe | 9.1, 9.2 | 9.1, 9.2 | 12.1, 12.2, 12.3, 12.4 |
| Core Idea: HS-ESS1 Earth’s Systems | 8.1, 8.2, 8.3 | 8.1, 8.2, 8.3 | 10.1, 11.1, 11.2, 11.3 |
| Core Idea: HS-ESS1 Earth and Human Activity | 8.4, 8.5 | 8.4, 8.5 | 3.5, 10.2 |
| **MEDIUM EMPHASIS:** | | | |
| **Physical Sciences** | | | |
| Core Idea: HS-PS1 Matter and Its Interactions | 7.1, 7.2, 7.3, 7.4 | 7.1, 7.2, 7.3, 7.4 | 9.1, 9.2, 9.3, 9.4, 9.5, 9.6 |
| Core Idea: HS-PS2 Motion and Stability: Forces and Interactions | 5.1, 5.2, 5.3 | 5.1, 5.2, 5.3 | 8.1, 8.2 |
| Core Idea: HS-PS3 Energy | 6.1, 6.2, 6.3 | 6.1, 6.2, 6.3 | 7.1, 7.3, 7.4, 7.5 |
| Core Idea: HS-PS4 Waves and Their Applications in Technologies for Information Transfer | 6.4 | 6.4 | 7.2 |

| **Reading Standards** | Common Core Achieve Reading & Writing | Common Core Achieve Reading & Writing | Common Core Basics Reading |
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| **HIGH EMPHASIS:** | | | |
| Reading Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | 1.2, 2.2, 5.3, 6.2 | 1.2, 2.2, 5.3, 6.2 | 3.3 |
| Reading Informational: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | 1.1, 1.2, 1.3, 1.4, 1.5 | 1.1, 1.2, 1.3, 1.4, 1.5 | 1.4, 4.2 |
| Reading Informational: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | 2.5 | 2.5 | 1.2, 1.6 |
| Language: 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. | 3.1 | 3.1 | 2.3, 3.4, 5.4 |
| **MEDIUM EMPHASIS:** | | | |
| Reading Informational: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | 3.1, 3.2 | 3.1, 3.2 | 3.1, 3.4, 5.4 |
| Reading Informational: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | 4.2, 4.3, 5.2, 7.3 | 4.2, 4.3, 5.2, 7.3 | 2.2, 3.2, 3.4 |
| Reading Informational: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | 5.1, 5.3, 5.4, 5.5 | 5.1, 5.3, 5.4, 5.5 | 1.4, 3.3, 3.4 |
| Reading Literary: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | 2.2, 5.3 | 2.2, 5.3 | 5.2, 5.3 |
| Reading Literary: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | 1.4, 1.5, 7.2 | 1.4, 1.5, 7.2 | 5.5, 5.6 |
| Reading Literary: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | 2.3, 4.1 | 2.3, 4.1 | 5.1, 5.2 |
| Reading Literary: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | 3.1, 3.2, 3.3 | 3.1, 3.2, 3.3 | 5.4 |
| **LOW EMPHASIS:** | | | |
| Reading Informational: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | 7.1, 7.3 | 7.1, 7.3 | 1.3, 2.2, 3.2, 4.2 |
| Reading Informational: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). | 3.1, 3.2, 6.5, 7.3 | 3.1, 3.2, 6.5, 7.3 |  |
| Reading Informational: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. | 1.3, 1.5, 3.1, 3.2, 6.5, 7.3 | 1.3, 1.5, 3.1, 3.2, 6.5, 7.3 |  |
| Reading Literary: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | 2.3, 4.2 | 2.3, 4.2 | 5.4, 5.6 |
| Reading Literary: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | 3.2 | 3.2 | 5.3 |
| Reading Literary: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded 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.) | 7.1, 7.4 | 7.1, 7.4 |  |
| Reading Literary: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | 1.3, 1.5, 3.1, 3.2, 7.1, 7.4 | 1.3, 1.5, 3.1, 3.2, 7.1, 7.4 | 4.2, 4.3 |
| Language: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 3.1, 3.3, 5.5 | 3.1, 3.3, 5.5 | 5.4 |
| Language: Acquire and use accurately 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. | 2.1, 4.1, 4.2 | 2.1, 4.1, 4.2 | 2.3, 3.4 |

| **Writing Standards** | Common Core Achieve Reading & Writing | Common Core Achieve Online Reading & Writing;  \*Writer’s Workshop | Common Core Basics Writing |
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| **HIGH EMPHASIS:** | | | |
| CCSS.ELA-Literacy.LA.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | |
| CCSS.ELA-Literacy.L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences. | 1.2, 5.4 | 1.2, 5.4; Writer’s Workshop 1, 2, 3, 7 | 3.2, 5.1 |
| CCSS.ELA-Literacy.L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | 1.4, 2.4, 4.1, 7.3 | 1.4, 2.4, 4.1, 7.3 | 1.1, 5.1, 5.2 |
| CCSS.ELA-Literacy.L.7.1c. Revise sentences to correct misplaced or dangling modifiers | 5.4 | 5.4 | 3.1, 3.2 |
| CCSS.ELA-Literacy.L.8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | 5.3 | 5.3 | 2.1 |
| CCSS.ELA-Literacy.L.8.1b. Form and use verbs in the active and passive voice. | 6.4 | 6.4 | 2.1, 5.3 |
| CCSS.ELA-Literacy.L.8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | 7.4 | 7.4; Writer’s Workshop 3 | 2.1, 5.2 |
| CCSS.ELA-Literacy.L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood. | 7.1 | 7.1 | 2.1, 5.2 |
| CCSS.ELA-Literacy.L.9-10.1a. Use parallel structure. | 5.3, 7.2 | 5.3, 7.2 | 5.2 |
| CCSS.ELA-Literacy.L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | 5.4 | 5.4; Writer’s Workshop 7 | 1.1, 1.2, 2.2, 3.2, 4.2, 5.1, 5.2 |
| CCSS.ELA-Literacy.L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. | Throughout | Throughout | Throughout |
| CCSS.ELA-Literacy.L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s *Dictionary of English Usage*, Garner’s *Modern American Usage*) as needed. | Throughout | Throughout; Writer’s Workshop 4 | Throughout |
| CCSS.ELA-Literacy.LA.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | |
| CCSS.ELA-Literacy.L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). |  | Writer’s Workshop 7 | 4.2 |
| CCSS.ELA-Literacy.L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |  |  | 4.2 |
| CCSS.ELA-Literacy.L.8.2b. Use an ellipsis to indicate an omission |  |  | 4.2 |
| CCSS.ELA-Literacy.L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. | 2.1 | 2.1; Writer’s Workshop 1, 7 | 5.1 |
| CCSS.ELA-Literacy.L.9-10.2b. Use a colon correctly | 2.1 | 2.1 | 4.2 |
| CCSS.ELA-Literacy.L.11-12.2a. Observe hyphenation conventions |  |  |  |
| CCSS.ELA-Literacy.L.11-12.2b. Spell correctly. | 1.5, 3.1 | 1.5, 3.1; Writer’s Workshop 7 | 2.1, 4.3 |
| CCSS.ELA-Literacy.LA.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. | | | |
| CCSS.ELA-Literacy.L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | 2.3, 2.5, 3.1, 4.3, 7.1 | 2.3, 2.5, 3.1, 4.3, 7.1; Writer’s Workshop 1-7 | 5.3, 6.2 |
| CCSS.ELA-Literacy.L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | 3.3, 6.4, 7.1, 7.4 | 3.3, 6.4, 7.1, 7.4; Writer’s Workshop 1-7 | 2.1, 5.3 |
| CCSS.ELA-Literacy.L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. | 6.3 | 6.3; Writer’s Workshop 1-7 | 7.3 |
| CCSS.ELA-Literacy.L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | Throughout | Throughout; Writer’s Workshop 1-7 | 5.3, 6.2 |
| **MEDIUM EMPHASIS:** | | | |
| CCSS.ELA-Literacy.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | |
| CCSS.ELA-Literacy.W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. | 4.1, 4.2, 5.4, 6.1, 6.4 | 4.1, 4.2, 5.4, 6.1, 6.4; Writer’s Workshop 4, 6 | 7.1, 8.1 |
| CCSS.ELA-Literacy.W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. | 4.1, 4.2, 5.4, 6.1, 6.4 | 4.1, 4.2, 5.4, 6.1, 6.4; Writer’s Workshop 4, 6 | 7.1, 8.1 |
| CCSS.ELA-Literacy.W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims | 2.4, 4.1, 4.2, 5.4, 6.4 | 2.4, 4.1, 4.2, 5.4, 6.4; Writer’s Workshop 4, 6 | 8.1 |
| CCSS.ELA-Literacy.W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | 4.1, 4.2 | 4.1, 4.2; Writer’s Workshop 4, 6 | 5.3, 6.2, 8.1 |
| CCSS.ELA-Literacy.W.11- 12.1e. Provide a concluding statement or section that follows from and supports the argument presented. | 5.4, 6.1 | 5.4, 6.1; Writer’s Workshop 4, 6 | 7.1, 8.1 |
| CCSS.ELA-Literacy.W.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. | | | |
| CCSS.ELA-Literacy.W.11-12.2a. 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 multimedia when useful to aiding comprehension. | 2.1, 2.2, 2.5, 5.3 | 2.1, 2.2, 2.5, 5.3;  Writer’s Workshop 1-3, 5, 7 | 6.1, 7.1, 8.2 |
| CCSS.ELA-Literacy.W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | 1.1, 1.3, 2.2, 2.3, 2.5, 3.3, 5.1, 5.3, 6.3 | 1.1, 1.3, 2.2, 2.3, 2.5, 3.3, 5.1, 5.3, 6.3; Writer’s Workshop 1-3, 5, 7 | 7.1, 8.2 |
| CCSS.ELA-Literacy.W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | 2.1, 2.5, 4.3 | 2.1, 2.5, 4.3; Writer’s Workshop 1-3, 5, 7 | 6.3, 6.4, 8.2, 8.3 |
| CCSS.ELA-Literacy.W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | 2.5, 3.2, 4.1, 4.3, 6.3 | 2.5, 3.2, 4.1, 4.3, 6.3; Writer’s Workshop 1-3, 5, 7 | 6.2 |
| CCSS.ELA-Literacy.W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | 2.5, 6.3 | 2.5, 6.3; Writer’s Workshop 1-3, 5, 7 | 5.3, 6.2 |
| CCSS.ELA-Literacy.W.11-12.2f. 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). | 2.5, 6.3 | 2.5, 6.3; Writer’s Workshop 1-3, 5, 7 | 7.1, 8.2 |
| **The TASC test also has an essay component that will focus completely on the following writing standards:** | | | |
| CCSS.ELA-Literacy.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence | 2.4, 4.1, 4.2, 5.4, 6.1, 6.4 | 2.4, 4.1, 4.2, 5.4, 6.1, 6.4; Writer’s Workshop 4, 6 | 8.1 |
| CCSS.ELA-Literacy.W.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. | 1.1, 1.3, 2.1, 2.2, 2.5, 3.2, 3.3, 4.1, 4.3, 5.1, 5.3, 6.3 | 1.1, 1.3, 2.1, 2.2, 2.5, 3.2, 3.3, 4.1, 4.3, 5.1, 5.3, 6.3; Writer’s Workshop 1-3, 5, 7 | 8.2 |