

Comparison of Common Core ELA 9-12 and CCR Anchor Standards (June 2010) and ATYP Honors English Classes

CCR	ATYP Honors English 9/10	ATYP Honors English 11/12
CCR Anchor Standards for Reading		
In constructing meaning while reading, listening, or viewing, students draw upon prior knowledge and engage complex skills and strategies of comprehension and interpretation, and critical thinking. They develop skill, confidence, and independence in understanding narrative and expository texts, including aural, visual, and multimodal works. Students synthesize information through reading, listening, and viewing and also generate new thinking.		
CCR Anchor Standards for Reading		
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.	1. Students write several essay-style papers that require deep textual analysis. The text must be quoted as support and students must demonstrate the ability to understand what happens explicitly, as well as make connections and inferences as to the author's purpose and/or the speaker's intent.	1. Students reference specific passages in texts using proper documentation to illustrate points made in essays as well as to explain their interpretations, and therefore their theses. Students are also encouraged to cite passages as noted in texts during discussions. Students are required to quote extensively from secondary sources to support analysis of a conspiracy theory, and explain both explicit and implied meanings of multiple perspectives on the theory itself.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Students compose an essay following the development of a specific theme or idea throughout a text. Students must use quotes from the text to support their analysis and argument, formulating an objective summary of the events, as well as a deeper understanding of the impact of the idea being explored. For example: Students will discuss the theme of epiphany in Ray Bradbury's <i>Dandelion Wine</i> , tracing the emergence of each character's growing understanding of the world around him or her.	2. Students hone in on central themes and track their role in plot development and how they interface with one another. Close analysis of texts such as Lewis Carroll's <i>Alice in Wonderland</i> and <i>A Connecticut Yankee of King Arthur's Court</i> by Mark Twain allows students to develop a strong sense of irony, satire, and the real subject of the author's commentary. Students read the entire text of Shakespeare's <i>Hamlet</i> and Sophocles' <i>Oedipus Rex</i> in order to compare themes.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Students demonstrate an understanding of character development and the relationship between characters in a text. For example: After reading Jonathan Swift's <i>Gulliver's Travels</i> , a student may trace the changing attitude and growth of the main character as he completes his journeys, proposing an argument as to why the changes in his perspective occur and what this suggests regarding the author's project.	3. Using <i>Hamlet</i> and <i>Oedipus</i> , students analyze authors' use of personalities (strengths and weaknesses of character), choice of setting, and the subsequent events. Careful study of dialog between characters illuminates both noble and ignoble traits and offer opportunities for discussions in the realms of psychology, morality, sociology and politics. Through research projects, students trace the sequence of events, how certain people's ideas influenced others, and what events resulted.
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.	4. Students keep a self-directed vocabulary list taken from the readings and they must find the proper definition using online resources according to the context in which the word was found. During class discussion and in homework assignments, students explore the meanings and uses of literary devices and terms as they are applicable to the text at hand. For example: Students read Jonathan Swift's "A Modest Proposal" and discuss how the language points the	4. Through careful study of contextual clues in <i>Hamlet</i> and works by Walt Whitman and Ray Bradbury, students determine the meaning of words as they surface in different situations according to the story. <i>Alice in Wonderland</i> offers further opportunity to decipher meaning of non-sensical words based on tone and contextual language. Through classroom discussion, students acknowledge the variation on word meanings in figurative, connotative as well as technical

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	<p>reader toward the author's use of satire. In another example, students compare the famous article by reporter Martin Gansberg, "Thirty-Eight Who Saw Murder Didn't Call the Police" and a sociology article by Latane & Darley titled, "Why People Don't Help in a Crisis." Students note Gansberg's word choice and discuss what they perceive to be the desired response from the reader. After reading the more scholarly article, students take another critical look at the original piece. Students read Frederick Douglass', "What to the Slave is the 4th of July?" with their instructor and classmates in order to discuss the tone, word choice, and purpose of the speech.</p>	<p>contexts. A thorough analysis of the essay, "Belief and Knowledge: A Plea about Language," by Helen Quinn, illuminates the importance of understanding an author's intended meaning of a word, and how taking that word out of specified context can greatly misshape readers' understanding of a given idea.</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>5. Students explore choices related to structure and parallel plot lines in Ray Bradbury's <i>Dandelion Wine</i>, among other stories. Numerous short stories (i.e. "The Open Window" by Saki) are also analyzed via class discussion and written responses, with an emphasis on the development of tension, unreliable narration and effective surprise. While examining the sample essays throughout <i>The Patterns of College Writing</i>, students take special note of how structure changes with genre. Students are able to trace the development of an argument as it unfolds in the text.</p>	<p>5. Students recognize the importance of where and when to begin and end a story, and how, by omission and inclusion of particular details, these tellings differ vastly in their impact. The short story, "How to Tell a True War Story," by Tim O'Brien, is one example used to illustrate this point. In <i>As I Lay Dying</i>, by William Faulkner, students gain an appreciation of the tension between characters as each struggles to share his or her perspective of the events as they unfold. Through extensive peer editing, students analyze how portions of the text relate to each other and the whole.</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>6. Students recognize the use of various literary and persuasive strategies in order to critically analyze the author's point of view or purpose. For example, while reading Orwell's <i>Animal Farm</i>, students identify the manipulation of certain characters through various types of propaganda. Discussion follows as students examine Orwell's purpose with this project in comparison to the <i>Communist Manifesto</i>. Students read and discuss literature from non-US authors to gain a broader global perspective. Some of the authors we read are among the following: Jonathan Swift, Marjane Satrapi, Elie Wiesel, George Orwell, Bharati Mukherjee, Alexander Pope, Pablo Neruda, Milos Macourek, William Golding, Anne Frank, Ida Fink, Irving Roth, Irena Klepfisz, Karl Marx & Friedrich Engels, John Donne, William Shakespeare, John Keats, William Wordsworth, Elizabeth Barrett Browning, Gabriel Garcia Marquez.</p>	<p>6. Close analysis of texts such as Lewis Carroll's <i>Alice in Wonderland</i> and <i>A Connecticut Yankee of King Arthur's Court</i> by Mark Twain, allows students to develop a strong sense of irony, satire, and the real subject of the author's commentary. Other authors we read include Flannery O'Connor, e.e. cummings, and T.S. Eliot. Students read the entire text of Shakespeare's <i>Hamlet</i> and Sophocles' <i>Oedipus Rex</i> in order to compare themes and styles.</p>
Integration of Knowledge and Ideas		
<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* *Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and</p>	<p>7. Students use multiple methods for understanding a particular subject as presented in various mediums. For example, students will read an excerpt from Anne Frank's diary and then visit http://www.annefrank.org/ to explore information about Anne, her life, and the Holocaust in a multi-media format. Students read the</p>	<p>7. Students locate artistic representations from <i>Hamlet</i> such as paintings and discuss the information the painting provides the viewer and how the artist's interpretation adds to the understanding of the text. We discuss what may have been added or hidden from view. Students choose one of the following plays to</p>

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<p>digital sources.</p>	<p>entire text of Shakespeare's <i>Much Ado About Nothing</i> and then view Kenneth Branagh's film version in order to discuss what is gained or lost in a cinematic adaptation. After reading Golding's <i>Lord of the Flies</i>, students listen to Simon and Garfunkel's song, <i>I am a Rock</i>, and read John Donne's meditation, <i>No Man is an Island</i> in order to invite thematic comparisons.</p>	<p>read and discuss: <i>A Raisin in the Sun</i>, <i>Death of a Salesman</i>, <i>The Glass Menagerie</i>, <i>Tender Offer</i>, <i>The Piano Lesson</i>. Through the PowerPoint project on war, students use photography, drawings, quotations, literature, original writing, as well as varied formats and fonts to illustrate their perspective on this complex topic. Completion of this project allows students to demonstrate their ability to evaluate information presented through a variety of sources and media formats.</p>
<p>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.</p>	<p>8. Students study logical fallacies in order to be able to identify unsound argumentation. Also, after reading Jonathan Swift's <i>Gulliver's Travels</i>, a student may trace the changing attitude and growth of the main character as he completes his journeys, proposing an argument as to why the changes in his perspective occur and what this suggests regarding the author's project. Students read the essay, "Unnatural Killers" by John Grisham and Oliver Stone's response essay, "Memo to John Grisham: What's Next—'A Movie Made Me Do It'?" in order to compare the author's arguments. After careful consideration, students then argue which writer presents the best, most logical argument, as well as how their arguments are relative in our own social context.</p>	<p>8. Students study ideas used to create a conspiracy theory and analyze their development providing a short summary of the theory. Students cite secondary sources throughout to support their analysis of the conspiracy theory, and explain both explicit and implied meanings of the multiple perspectives on the theory itself. The credibility of specific authors/speakers is examined and analyzed to explain different theories.</p>
<p>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.</p>	<p>9. As mentioned above, it is common practice for students to encounter a text from a certain era (i.e. William Golding's <i>Lord of the Flies</i>) and then be asked to find parallels within a work from another period in history (i.e. John Donne's "No Man is an Island" or Simon and Garfunkel's song, "I am a Rock"). Students also investigate possible influences in Shakespeare's writing from the scientific and medical writing of his time—for example, the use of humors and how they affect a character's disposition—or they may be asked to investigate whenever a character makes a reference to a well-known phrase from the times, such as Beatrice's line about leading apes into hell. Students are encouraged to find such references whenever possible within the remaining texts for the class. After reading Orwell's <i>Animal Farm</i>, students review Marx and Engels' <i>Communist Manifesto</i> to discuss how the key points are represented in the novel. Students read Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" and also analyze the speech for philosophical assumptions and purpose. We discuss the impact of the speeches and their importance today. When students read Orwell's <i>Animal Farm</i>, they recall these seminal speeches as they are alluded to in Old Major's speech to</p>	<p>9. Students recognize different authors' treatments of similar theses as in the detail of listening in Emily Dickinson's, "I heard a fly buzz when I died," to the detail of individuals' lives in "I Hear America Singing" by Walt Whitman: both authors address the mundane and the extraordinary simultaneously through their meticulous details contrasting with the vastness and complexity of life, yet they use strikingly different approaches to poetry to accomplish this goal. Students' use of the text <i>Brave New World</i> serves as a catalyst to understand the premises behind documents including The Declaration of Independence and the Bill of Rights. In creating their own utopias, they draw on the rudimentary principles in such documents to understand the structures of a democracy.</p>

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	the animals in order to enrich the discussion of the novel and its relevance.	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. Students read a variety of challenging fiction, non-fiction, poetry and prose to develop as readers. Some of the authors we read are among the following: Jonathan Swift, Marjane Satrapi, Elie Wiesel, George Orwell, Bharati Mukherjee, Alexander Pope, Pablo Neruda, Milos Macourek, William Golding, Anne Frank, Ida Fink, Irving Roth, Irena Klepfisz, Karl Marx & Friedrich Engles, John Donne, William Shakespeare, John Keats, William Wordsworth, Elizabeth Barrett Browning, Gabriel Garcia Marquez. Collaborative work and interaction with multimedia genres is typical. Comprehension is assessed through comprehensive writing assignments that ask students to reflect on and synthesize the ideas in the texts. Further comprehension is evidenced via class discussion, conducted in the Socratic seminar format. Students prove proficiency by taking the Michigan Department of Education State Exam for English 9 and 10.	10. Students engage literary non-fiction on a variety of fronts, from biographies (i.e. Frederick Douglass), to more creative writings from writers like Tim O'Brien and Ernest Hemingway. In each instance, student comprehension is measured through reflective written responses that require the use of textual support for the student's ideas. Classroom discussion emphasizes the ways in which the writers utilize creative elements to affect their overall purpose in the non-fiction genre. Through regular exposure to complex material and subsequent discussion both in large and small groups, students' analytic skills develop on a multiplicity of levels as evidenced through their lyric analysis essays, commenting on all aspects of a song from lyrics as poetry, the subject matter itself, vocal presentation, instrumental components, and the use of silence. Independent projects in which they create and present their own societies in response to Aldous Huxley's <i>Brave New World</i> illustrate the students' proficiency at comprehending and interpreting texts.
CCR Anchor Standards for Writing		
Writing and speaking involve a complex process of inquiry and the discovery of meaning. Through writing, speaking, and visually expressing, students understand themselves, communicate with others, advance personal and professional goals, and participate in a democratic society. Effective communication requires an understanding of purpose and audience, and reflects well-developed ideas using appropriate conventions of genre, content, form, style, voice, and mechanics.	Students produce tremendous amounts of writing through the year, all with directed focus towards the revisions process. Students are taught to revise in phases based on peer review and through teacher feedback. The first semester applies extra attention towards task, purpose and audience as writers read and write a wide variety of essays. Students are expected to learn the various formats and approaches to writing so that they can best determine which formats will serve their purpose most effectively. In each writing assignment, particularly in the research projects, students are taught to evaluate and cite sources which strengthen their thesis.	Students produce and organize dozens of writing assignments throughout the year with emphasis on multiple revisions for a final, organized portfolio of work. Students build on their knowledge of task, purpose, and audience as they analyze more subtle and affective styles introduced through our reading and class discussion. Evaluation of sources is especially focused upon through a research project on the theme of "conspiracy." Students are taught effective methods of discerning what sources are reliable. Technology is utilized throughout to produce papers and other projects.
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.	1. Students study, analyze and compare numerous types of arguments throughout the year. There is an emphasis placed upon clear, effective theses, organization of the argument, and use of appropriate structure. Throughout the stages of the writing process, focus is also given to textual support and other types of evidence that will facilitate a given argument.	1. Students build upon their understanding of argument as more nuanced and sophisticated texts are studied and emulated. A heightened attention is given to word choice and bias, particularly in their primary research paper which explores biased thinking directly. Tone, style, and appropriate conclusions are also discussed and assessed throughout the writing process.
2. Write informative/explanatory texts to examine and convey complex ideas and	2. Students complete several assignments with a strict emphasis on process and explanation. In these	2. Students further their understanding of expository writing and utilize this skill within their writing of

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information clearly and accurately through the effective selection, organization, and analysis of content.	expository units, various texts are studied and discussed in an effort to understand the best use of facts, details, and complexity as these elements relate to the intended audience. Structural components like style, transition, and cohesion are assessed through thorough teacher feedback and peer review throughout the writing process.	literary essays and research papers. Emphasis is given to the use of graphs, tables, and other evidence that facilitates the explanation of their project.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Narrative writing and memoir are studied through authors like E.B. White, Mark Twain, and Langston Hughes. Attention is given to style, chronology, and organization as students compose various narrative based assignments. Engaging the reader with a central purpose or thesis in these narrative assignments is also emphasized.	3. Students continue their development of narrative writing skills and are encouraged to utilize narrative techniques in assignments as appropriate to the purpose. More emphasis is given to creating fictional narratives that are rich in style and details and which produce tone effectively. Students analyze various narrative techniques through a plethora of stories from authors such as Kurt Vonnegut, Flannery O'Connor, and William Faulkner.
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.	4. Thorough attention is given to task, purpose, and style as students analyze and produce essays of various forms including the following: cause and effect, expository, narrative, compare and contrast, and argumentation.	4. Building on their knowledge of the varied essay formats, students are guided toward using the most appropriate elements from those forms to fit the task, purpose, and audience for their writing.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. Students are guided through the writing process and the essential outcome of each step within the process including planning, revising, editing, and rewriting. Students revise in response to thorough written feedback from the instructor on every assignment. For larger assignments, they also receive more oral and written feedback from their peers and from the instructor during the editing phase. Attention to word choice and language is given throughout the editing. (Language standards are also assessed through weekly vocabulary assignments.)	5. Students are guided through the writing process and the essential outcomes of each step within the process including planning, revising, editing and rewriting. Students revise in response to thorough written feedback from the instructor on every assignment. For larger assignments, they also receive more oral and written feedback from their peers and from the instructor during the editing phase. Attention to word choice and language is given throughout the editing. (Language standards are also assessed through weekly vocabulary assignments.)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Students are guided towards the use of technology in composing their assignments and in communicating with the teacher and their peers. Weekly assignments and occasional readings are fulfilled through a class blog wherein students are in communication with each other. Through this medium, students are expected to continue class discussions and to use the Internet to direct their peers toward outside information. Students are also provided with websites to assist in editing their papers for mechanics, structure, and style.	6. Students are guided toward the use of technology in composing their assignments and in communicating with the teacher and their peers. Weekly assignments and occasional readings are fulfilled through a class blog wherein students are in communication with each other. Through this medium, students are expected to continue class discussions and to use the Internet to direct their peers toward outside information. Additionally, students are taught to utilize technology software like PowerPoint to create graphic and visual projects in a way that emphasizes artistry that transcends the traditional use of this form.
Research to Build and Present Knowledge		
7. Perform short, focused research projects as well as more sustained research in response to a	7. Students are directed to develop their own thesis with appropriate scope for various research projects including	7. Students are directed to develop their own thesis with appropriate scope for various research projects

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<p>focused research question, demonstrating understanding of the material under investigation.</p>	<p>a longer 7-8 page assignment. Students are guided to use and synthesize a variety of sources from different media in order to demonstrate an understanding of their topic.</p>	<p>including a longer 7-8 page assignment. Students are guided to use and synthesize a variety of sources from different media in order to demonstrate an understanding of their topic.</p>
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.</p>	<p>8. Students are instructed on how to seek out relevant information in a variety of formats. Special emphasis is given to scholarly journals in this program, as students are allowed access to a university database. Students are taught to use primary texts and other reliable sources in a way that supports their ideas, flows well within their writing, and avoids plagiarism. Students are also taught proper use of MLA documentation to organize their citations.</p>	<p>8. Students are instructed on how to seek out relevant information in a variety of formats. Special emphasis is given to scholarly journals in this program, as students are allowed access to a university database. Students are taught to use primary texts and other reliable sources in a way that supports their ideas, flows well within their writing, and avoids plagiarism. Students are also taught proper use of MLA documentation to organize their citations.</p>
<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p>	<p>9. Part A.) It is common practice for students to encounter a text from a certain era (i.e. William Golding's <i>Lord of the Flies</i>) and then be asked to write about parallels within a work from another period in history (i.e. John Donne's "No Man is an Island" or Simon and Garfunkel's song, "I am a Rock"). In their writings, students also investigate possible influences in Shakespeare's writing from the scientific and medical writing of his time—for example, the use of humors and how they affect a character's disposition—or they may be asked to investigate whenever a character makes a reference to a well-known phrase from the times, such as Beatrice's line about leading apes into hell. Students are encouraged to use such references in their writings whenever possible within the remaining texts for the class. Part B.) Not only do students study logical fallacies in order to identify fallacious reasoning, but students read and examine texts specifically to identify an author's argument. For example, students read the essay, "Unnatural Killers" by John Grisham and Oliver Stone's response essay, "Memo to John Grisham: What's Next—'A Movie Made Me Do It'?" in order to compare the author's arguments. After careful consideration, students then produce a response to argue which writer presents the best, most logical argument, as well as how their arguments are relative in our own social context.</p>	<p>9. Students recognize different authors' treatments of similar theses as in the detail of listening in Emily Dickinson's, "I heard a fly buzz when I died," to the detail of individuals' lives in "I Hear America Singing" by Walt Whitman: both authors address the mundane and the extraordinary simultaneously through their meticulous details contrasting with the vastness and complexity of life, yet they use strikingly different approaches to poetry to accomplish this goal. Students are required to respond in writing to analyze the authors' treatments. Through extensive peer editing, students recognize and comment upon the effectiveness of a writer's argument, and offer feedback on the clarity of points presented and whether or not they effectively support the thesis</p>
<p>Range of Writing</p>		
<p>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 tasks, purposes, and audiences.</p>	<p>10. Students produce tremendous amounts of writing through the year, all with directed focus towards the revisions process. Students are taught to revise in phases based on peer review and through teacher feedback. The first semester applies extra attention towards task, purpose and audience as writers read and</p>	<p>10. Students produce and organize dozens of writing assignments throughout the year with emphasis on multiple revisions a final, organized portfolio of work. Students build on their knowledge of task, purpose, and audience as they analyze more subtle and affective styles introduced through our reading and class</p>

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<p>*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.</p>	<p>write a wide variety of essays. Students are expected to learn the various formats and approaches to writing so that they can best determine which formats will serve their purpose most effectively. In each writing assignment, particularly in the research projects, students are taught to evaluate and cite sources which strengthen their thesis. Students also prepare to write short essay response answers for the Michigan Department of Education State Exam for English 9 and 10. Many in-class writings are done to allow students to learn how to write quickly but effectively.</p>	<p>discussion. Students are expected to know the various formats and approaches to writing so that they can best determine which formats will serve their purpose most effectively. Evaluation of sources is especially focused through a research project. Technology is utilized throughout to produce papers and other projects. Strategies for managing time for writing with different time frames are discussed. Many in-class writings are done to allow students to learn how to write quickly but effectively.</p>
<p>CCR Anchor Standards for Speaking and Listening</p>		
<p>Comprehension and Collaboration</p>		
<p>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.</p>	<p>1. Students work in pairs, small groups, and whole class discussions to present ideas relevant to curriculum, proving their arguments through the use of references from texts. a) Students are the catalyst for ideas in class, as the group is interdependent, necessitating each person be prepared to participate every day as this promotes their own and others' understanding of the material. Having read and reread assignments while taking notes prior to class, students cite examples to support their perspectives. b) In groups, students delineate balanced roles for projects and determine interim deadlines in order to meet the final goal. c) Students are encouraged to not only respond to questions but to pose their own, which often challenges the more obvious understanding of a character, his/her motivation, or the significance of a text at large, thereby verifying—or revising—their own conclusions. d) Through moderated informal debates, students are asked to listen to others' opinions, the evidence offered and respond in a clear thoughtful manner. If additional material is required, students are encouraged to delve into texts and offer additional citations from outside sources.</p>	<p>1. Students work in pairs, small groups, and whole class discussions to present ideas relevant to curriculum, proving their arguments through the use of references from texts. a) Students are the catalyst for ideas in class, as the group is interdependent, necessitating each person be prepared to participate every day as this promotes their own and others' understanding of the material. Having read and reread assignments while taking notes prior to class, students cite examples to support their perspectives. b) In groups, students delineate balanced roles for projects and determine interim deadlines in order to meet the final goal. c) Students are encouraged to not only respond to questions but to pose their own, which often challenges the more obvious understanding of a character, his/her motivation, or the significance of a text at large, thereby verifying—or revising—their own conclusions. d) Through moderated informal debates, students are asked to listen to others' opinions, the evidence offered and respond in a clear thoughtful manner. If additional material is required, students are encouraged to delve into texts and offer additional citations from outside sources. For example, the use of Mark Twain's letters offers insight into the novel, <i>A Connecticut Yankee in King Arthur's Court</i>.</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2. Students must consider sources when writing research papers, by using electronic media, as well as print media. Source reliability is considered and discrepancies between sources commented upon, and suggestions made as to why this may be the case. Students are required to give many oral presentations during the course; for example, they are required to present and stage plays that they have written based</p>	<p>2. Students must consider sources when writing research papers, by using electronic media, as well as print media. Source reliability is considered and discrepancies between sources commented upon, and suggestions made as to why this may be the case. Students are required to give many oral presentations during the course; for example, they are required to present their Literature of War PowerPoint</p>

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	upon Orwell's <i>Animal Farm</i> .	presentations. After creating their own utopias, they are required to present them orally using visual props.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Students offer both verbal and written feedback on speakers' viewpoints during in-class discussions, peer edits, and in weekly journal writings.	3. Students offer both verbal and written feedback on speakers' viewpoints during in-class discussions, peer edits, and in weekly journal writings.
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.	4. Students present ideas and information to both those familiar as well as those unfamiliar with the material at hand, and must present adequate evidence to support their perspectives. These skills are exercised through formal journal writing, short and long essays, and an extensive research paper.	4. Students present ideas and information to both those familiar as well as those unfamiliar with the material at hand, and must present adequate evidence to support their perspectives. These skills are exercised through formal journal writing, short and long essays, and an extensive research paper.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Students create their own board game to demonstrate understanding of the text <i>Lord of the Flies</i> . The students also create an epistolary exchange involving historical figures and present them to the class. The students create a Shakespeare diary and use creative strategies to have it appear visually authentic.	5. PowerPoint presentations are used to share students' understanding of a subject and often include music (including some original compositions) to add interest. The students also create an epistolary exchange involving characters from <i>Oedipus Rex</i> and <i>Hamlet</i> to present them to the class.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Through formal presentations to the entire class, students are motivated to use formal English vs. informal manners and speech as is common in class discussions.	6. Through formal presentations to the entire class, students are motivated to use formal English vs. informal manners and speech as is common in class discussions.
CCR Anchor Standards for Language		
Language is an evolving tool with powerful personal, cultural, economic, and political implications. Knowledge of the structures of language (e.g., the history, meaning, and use of words; varying sentence structures and patterns of language; the conventions of standard English) is essential for the effective use of language for varying purposes (e.g., the development of a rich vocabulary, sentence structures for different rhetorical purposes, appropriate speech patterns for different social contexts). Understanding the political implications of language use is also critical for fostering a democratic society in which all voices are valued.		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Students write and then revise (and often repeatedly revise) the vast majority of all papers in an effort to master proper grammar and language usage. The text <i>Woe is I</i> is used to help the students understand grammar and language usage in a fun way. a) Acknowledging the changing manner of documenting others' ideas and words, as well as modifying the method of citing sources, fosters an appreciation for the necessity of evolution even within writing standards. b) Students use dictionaries both in book form as well as through an online format to resolve questions of grammar and language usage.	1. Students write and then revise (and often repeatedly revise) the vast majority of all papers in an effort to master proper grammar and language usage. a) Acknowledging the changing manner of documenting others' ideas and words, as well as modifying the method of citing sources, fosters an appreciation for the necessity of evolution even within writing standards. b) Students use dictionaries both in book form as well as through an online format to resolve questions of grammar and language usage.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Students proofread each others' work and offer feedback regarding conventions such as capitalization, punctuation, spelling, hyphenation, etc., and submit revised editions for assessment. The text <i>Woe is I</i> is used to help the students understand grammar and language usage in a fun way.	2. Students proofread each others' work and offer feedback regarding conventions such as capitalization, punctuation, spelling, hyphenation, etc., and submit revised editions for assessment.
Knowledge of Language		

Comparison of Common Core ELA 9-12 and CCR Anchor Standards (June 2010) and ATYP Honors English Classes

<p>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.</p>	<p>3. Students are required to adhere to MLA format when writing essays. Through peer and instructor feedback, students discuss appropriate tone, style, and most effective choices for each assignment. Students are referred to the OWL.english.purdue.edu website for further consultation about style and guidelines.</p>	<p>3. Students are required to adhere to MLA format when writing essays. Through peer and instructor feedback, students discuss appropriate tone, style, and most effective choices for each assignment. Students are referred to the OWL.english.purdue.edu website for further consultation about style and guidelines.</p>
<p>Vocabulary Acquisition and Use</p>		
<p>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.</p>	<p>4. Students keep a self-directed vocabulary list taken from the readings and they must find the proper definition using online resources according to the context in which the word was found. During class discussion and in homework assignments, students explore the meanings and uses of literary devices and terms as they are applicable to the text at hand.</p>	<p>4. Students keep a self-directed vocabulary list taken from the readings and they must find the proper definition using online resources according to the context in which the word was found. During class discussion and in homework assignments, students explore the meanings and uses of literary devices and terms as they are applicable to the text at hand. Students carefully study contextual clues in <i>Hamlet</i> and works by Walt Whitman and Ray Bradbury to determine meaning of words as they surface in different situations according to the story. <i>Alice in Wonderland</i> offers further opportunity to decipher meaning of non-sensical words based on tone and contextual language.</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>5. Students keep a self-directed vocabulary list taken from the readings and they must find the proper definition using online resources according to the context in which the word was found. During class discussion and in homework assignments, students explore the meanings and uses of literary devices and terms as they are applicable to the text at hand.</p>	<p>5. Students keep a self-directed vocabulary list taken from the readings and they must find the proper definition using online resources according to the context in which the word was found. During class discussion and in homework assignments, students explore the meanings and uses of literary devices and terms as they are applicable to the text at hand.</p>
<p>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 considering a word or phrase important to comprehension or expression.</p>	<p>6. Students keep a self-directed vocabulary list taken from the readings and they must find the proper definition using online resources according to the context in which the word was found. During class discussion and in homework assignments, students explore the meanings and uses of literary devices and terms as they are applicable to the text at hand.</p>	<p>6. Students keep a self-directed vocabulary list taken from the readings and they must find the proper definition using online resources according to the context in which the word was found. During class discussion and in homework assignments, students explore the meanings and uses of literary devices and terms as they are applicable to the text at hand.</p>