

Standard ID	Standard Text	Edgenuity Lesson Name
WA.RI.6.	Reading Standards for Informational Text	
	Key Ideas and Details	
RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Connecting to Text in " The Boy Who Harnessed the Wind" Making Tough Choices: Exploring Graphic Treatment in Citizenship
RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Connecting to a fight against Bullying Making Tough Choices: Exploring Graphic Treatment in Citizenship
RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Connecting to an Informational Text: "Steve and Bindi Irwin" Connecting to Text in " The Boy Who Harnessed the Wind"
	Craft and Structure	
RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Connecting to an Informational Text: "Steve and Bindi Irwin"
RI.6.6.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Connecting to an Informational Text: "Steve and Bindi Irwin" Making Tough Choices: Exploring Graphic Treatment in Citizenship
	Integration of Knowledge and Ideas	
RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Connecting to Text in " The Boy Who Harnessed the Wind" Making Tough Choices: Exploring Graphic Treatment in Citizenship
	Range of Reading and Level of Text Complexity	

Standard ID	Standard Text	Edgenuity Lesson Name
RI.6.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Connecting to a fight against Bullying Connecting to an Informational Text: "Steve and Bindi Irwin" Connecting to Text in " The Boy Who Harnessed the Wind" Making Tough Choices: Exploring Graphic Treatment in Citizenship
WA.W.6.	Writing Standards	
	Research to Build and Present Knowledge	
W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Connecting to a fight against Bullying Connecting to an Informational Text: "Steve and Bindi Irwin" Connecting to Text in " The Boy Who Harnessed the Wind" Making Tough Choices: Exploring Graphic Treatment in Citizenship
WA.SL.6.	Speaking and Listening Standards	
	Comprehension and Collaboration	
SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
SL.6.2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Creating a Blog
	Presentation of Knowledge and Ideas	

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SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Creating a Blog
SL.6.5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Creating a Blog
WA.RI.7. Reading Standards for Informational Text		
Key Ideas and Details		
RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Argumentation in "The Girl Who Silenced the World for Five Minutes" Central Ideas in "We Beat the Street" Drawing Conclusions in a Cesar Chavez Speech Freedom Fighters: Viewpoint in an Article about Malala Yousafzai
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Central Ideas in "We Beat the Street"
RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Central Ideas in "We Beat the Street" Drawing Conclusions in a Cesar Chavez Speech Freedom Fighters: Viewpoint in an Article about Malala Yousafzai
Craft and Structure		
RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Drawing Conclusions in a Cesar Chavez Speech
RI.7.6.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Argumentation in "The Girl Who Silenced the World for Five Minutes" Drawing Conclusions in a Cesar Chavez Speech

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Range of Reading and Level of Text Complexity		
RI.7.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Argumentation in "The Girl Who Silenced the World for Five Minutes" Central Ideas in "We Beat the Street" Drawing Conclusions in a Cesar Chavez Speech Freedom Fighters: Viewpoint in an Article about Malala Yousafzai
WA.W.7. Writing Standards		
Production and Distribution of Writing		
W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Creating a Blog
Research to Build and Present Knowledge		
W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Creating a Blog
W.7.8.	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.	Creating a Blog
W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	Argumentation in "The Girl Who Silenced the World for Five Minutes" Central Ideas in "We Beat the Street" Drawing Conclusions in a Cesar Chavez Speech Freedom Fighters: Viewpoint in an Article about Malala Yousafzai

Standard ID	Standard Text	Edgenuity Lesson Name
	Range of Writing	
W.7.10.	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.	Creating a Blog
WA.SL.7.	Speaking and Listening Standards	
	Comprehension and Collaboration	
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Argumentation in "The Girl Who Silenced the World for Five Minutes" Creating a Blog Freedom Fighters: Viewpoint in an Article about Malala Yousafzai
SL.7.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Argumentation in "The Girl Who Silenced the World for Five Minutes"
	Presentation of Knowledge and Ideas	
SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Creating a Blog
SL.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Creating a Blog
WA.L.7.	Language Standards	
	Conventions of Standard English	
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

Standard ID	Standard Text	Edgenuity Lesson Name
L.7.2(b)	Spell correctly.	Choosing Words Wisely
Vocabulary Acquisition and Use		
L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	
L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Choosing Words Wisely
L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Choosing Words Wisely
L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Choosing Words Wisely
L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
WA.RL.8. Reading Standards for Literature		
Key Ideas and Details		
RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Identity and Belonging in "Broken Chain"
RL.8.3.	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.	Character and Perspective in Two Short Stories
Craft and Structure		
RL.8.4.	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.	Allusion and Metaphor in "I, Too, Sing America" Connotation and Denotation Context Clues, Roots, and Affixes Descriptive Word Choice in "Fish Cheeks" Figures of Speech

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RL.8.6.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Character and Perspective in Two Short Stories Figures of Speech
Range of Reading and Level of Text Complexity		
RL.8.10.	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.	Allusion and Metaphor in "I, Too, Sing America" Character and Perspective in Two Short Stories Identity and Belonging in "Broken Chain"
WA.RI.8.	Reading Standards for Informational Text	
Key Ideas and Details		
RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Descriptive Word Choice in "Fish Cheeks"
RI.8.2.	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.	Descriptive Word Choice in "Fish Cheeks" Evaluating Different Media about Food Safety
RI.8.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Comparing Argument Techniques in Two Speeches Descriptive Word Choice in "Fish Cheeks"
Craft and Structure		
RI.8.4.	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.	Descriptive Word Choice in "Fish Cheeks" Text Features and Organization in an Informational Text
RI.8.5.	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.	Text Features and Organization in an Informational Text

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RI.8.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Comparing Argument Techniques in Two Speeches Descriptive Word Choice in "Fish Cheeks" Emotional Appeal in "Years of Dust"
Integration of Knowledge and Ideas		
RI.8.7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Emotional Appeal in "Years of Dust" Evaluating Different Media about Food Safety
RI.8.9.	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.	Comparing Argument Techniques in Two Speeches
Range of Reading and Level of Text Complexity		
RI.8.10.	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.	Comparing Argument Techniques in Two Speeches Descriptive Word Choice in "Fish Cheeks" Emotional Appeal in "Years of Dust"
WA.W.8. Writing Standards		
Production and Distribution of Writing		
W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Creating a Blog
Research to Build and Present Knowledge		
W.8.7.	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.	Creating a Blog

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W.8.8.	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.	Creating a Blog
W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.8.9(b)	Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	Comparing Argument Techniques in Two Speeches Descriptive Word Choice in "Fish Cheeks" Emotional Appeal in "Years of Dust"
WA.SL.8.	Speaking and Listening Standards Comprehension and Collaboration	
SL.8.1.	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.	
SL.8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Creating a Blog Evaluating Different Media about Food Safety
SL.8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Evaluating Different Media about Food Safety
	Presentation of Knowledge and Ideas	
SL.8.4.	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.	Creating a Blog

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SL.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Creating a Blog Emotional Appeal in "Years of Dust" Evaluating Different Media about Food Safety
SL.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Connotation and Denotation Creating a Blog
WA.L.8.	Language Standards	
	Conventions of Standard English	
L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Capitalization, Punctuation, and Spelling
L.8.2(b)	Use an ellipsis to indicate an omission.	Capitalization, Punctuation, and Spelling
L.8.2(c)	Spell correctly.	Capitalization, Punctuation, and Spelling
	Vocabulary Acquisition and Use	
L.8.4.	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.	
L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Connotation and Denotation Context Clues, Roots, and Affixes Figures of Speech
L.8.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Context Clues, Roots, and Affixes

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L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Connotation and Denotation Context Clues, Roots, and Affixes Figures of Speech
L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.8.5(a)	Interpret figures of speech (e.g. verbal irony, puns) in context.	Figures of Speech
L.8.5(b)	Use the relationship between particular words to better understand each of the words.	Connotation and Denotation Descriptive Word Choice in "Fish Cheeks" Figures of Speech
L.8.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Connotation and Denotation
L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Connotation and Denotation Text Features and Organization in an Informational Text
WA.RI.9-10.	Reading Standards for Informational Text	
	Key Ideas and Details	
RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Media Literacy
RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Media Literacy
RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Introduction to Making a Difference: It's Our World, Too!
	Craft and Structure	

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RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Media Literacy
RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech
RI.9-10.6.	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.	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued) Comparing Accounts of Iqbal's Story Introduction to Making a Difference: It's Our World, Too!
Integration of Knowledge and Ideas		
RI.9-10.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech
RI.9-10.9.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech
Range of Reading and Level of Text Complexity		
RI.9-10.10.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued) Comparing Accounts of Iqbal's Story Creating a Blog Introduction to Making a Difference: It's Our World, Too! Media Literacy

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WA.W.9-10.	Writing Standards	
	Text Types and Purposes	
W.9-10.2.	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.	
W.9-10.2(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.	Media Literacy
W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued)
	Production and Distribution of Writing	
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Creating a Blog Media Literacy
W.9-10.5.	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.	Creating a Blog Media Literacy
W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Creating a Blog
	Research to Build and Present Knowledge	
W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Creating a Blog

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W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Creating a Blog
W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.9-10.9(b)	Apply grades 9-10 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued) Comparing Accounts of Iqbal's Story Creating a Blog Introduction to Making a Difference: It's Our World, Too!
Range of Writing		
W.9-10.10.	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.	Creating a Blog Media Literacy
WA.SL.9-10. Speaking and Listening Standards		
Comprehension and Collaboration		
SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Creating a Blog Media Literacy
Presentation of Knowledge and Ideas		
SL.9-10.4.	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.	Creating a Blog
SL.9-10.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Creating a Blog

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WA.L.9-10.	Language Standards	
	Conventions of Standard English	
L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.9-10.1(b)	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.	Compound and Complex Sentences
L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.9-10.2(a)	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Compound and Complex Sentences
	Knowledge of Language	
L.9-10.3.	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.	
	Vocabulary Acquisition and Use	
L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	
L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Media Literacy
L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Media Literacy
L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

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L.9-10.6.	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.	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued) Media Literacy
WA.RL.11-12. Reading Standards for Literature		
Key Ideas and Details		
RL.11-12.1.	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.	Critiques of American Society in Science Fiction Individualism, Modern Capitalism, and Dystopian Visions
RL.11-12.2.	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.	Critiques of American Society in Science Fiction Exploring Cultural Identity through Language Individualism, Modern Capitalism, and Dystopian Visions
RL.11-12.3.	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).	Critiques of American Society in Science Fiction Individualism, Modern Capitalism, and Dystopian Visions
Craft and Structure		
RL.11-12.4.	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.)	A Look at the Fast-Food Industry by Eric Schlosser Exploring Cultural Identity through Language Individualism, Modern Capitalism, and Dystopian Visions

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RL.11-12.6.	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).	Critiques of American Society in Science Fiction Individualism, Modern Capitalism, and Dystopian Visions
Integration of Knowledge and Ideas		
RL.11-12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Critiques of American Society in Science Fiction Exploring Cultural Identity through Language
Range of Reading and Level of Text Complexity		
RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Critiques of American Society in Science Fiction Individualism, Modern Capitalism, and Dystopian Visions
WA.RI.11-12. Reading Standards for Informational Text		
Key Ideas and Details		
RI.11-12.1.	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.	A Look at the Fast-Food Industry by Eric Schlosser Brown v. Board of Education Critiques of American Society in Science Fiction Exploring Cultural Identity through Language Individualism, Modern Capitalism, and Dystopian Visions

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RI.11-12.2.	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.	A Look at the Fast-Food Industry by Eric Schlosser Brown v. Board of Education Critiques of American Society in Science Fiction Exploring Cultural Identity through Language Individualism, Modern Capitalism, and Dystopian Visions
RI.11-12.3.	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.	Exploring Cultural Identity through Language
Craft and Structure		
RI.11-12.4.	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).	A Look at the Fast-Food Industry by Eric Schlosser Exploring Cultural Identity through Language
RI.11-12.5.	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.	Brown v. Board of Education Exploring Cultural Identity through Language
RI.11-12.6.	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.	Exploring Cultural Identity through Language
Integration of Knowledge and Ideas		
RI.11-12.7.	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.	Exploring Cultural Identity through Language
Range of Reading and Level of Text Complexity		
WA.W.11-12.	Writing Standards	

Standard ID	Standard Text	Edgenuity Lesson Name
Text Types and Purposes		
W.11-12.2.	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.	
W.11-12.2(a)	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.	Informative Writing Workshop: Compare-Contrast Essay
W.11-12.2(b)	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.	Informative Writing Workshop: Compare-Contrast Essay
W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Informative Writing Workshop: Compare-Contrast Essay
W.11-12.3.	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		
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Exploring Cultural Identity through Language Informative Writing Workshop: Compare-Contrast Essay
W.11-12.5.	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.	Exploring Cultural Identity through Language Informative Writing Workshop: Compare-Contrast Essay
Research to Build and Present Knowledge		

Standard ID	Standard Text	Edgenuity Lesson Name
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Exploring Cultural Identity through Language
W.11-12.9.	Draw evidence form literary or informational texts to support analysis, reflection, and research.	
W.11-12.9(a)	Apply grades 11-12 reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	Critiques of American Society in Science Fiction Exploring Cultural Identity through Language
Range of Writing		
W.11-12.10.	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.	Exploring Cultural Identity through Language Informative Writing Workshop: Compare-Contrast Essay
WA.SL.11-12.	Speaking and Listening Standards	
	Comprehension and Collaboration	
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	Brown v. Board of Education Critiques of American Society in Science Fiction Exploring Cultural Identity through Language Individualism, Modern Capitalism, and Dystopian Visions

Standard ID	Standard Text	Edgenuity Lesson Name
SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Brown v. Board of Education Critiques of American Society in Science Fiction Exploring Cultural Identity through Language Individualism, Modern Capitalism, and Dystopian Visions
WA.L.11-12. Language Standards		
Vocabulary Acquisition and Use		
L.11-12.4.	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.	
L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Brown v. Board of Education Critiques of American Society in Science Fiction Exploring Cultural Identity through Language Individualism, Modern Capitalism, and Dystopian Visions
L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Brown v. Board of Education Critiques of American Society in Science Fiction Exploring Cultural Identity through Language Individualism, Modern Capitalism, and Dystopian Visions
L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.11-12.5(a)	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Critiques of American Society in Science Fiction Individualism, Modern Capitalism, and Dystopian Visions

Standard ID	Standard Text	Edgenuity Lesson Name
L.11-12.5(b)	Analyze nuances in the meaning of words with similar denotations.	Exploring Cultural Identity through Language
L.11-12.6.	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.	A Look at the Fast-Food Industry by Eric Schlosser Brown v. Board of Education Critiques of American Society in Science Fiction Exploring Cultural Identity through Language Individualism, Modern Capitalism, and Dystopian Visions