

**I. Employ Close Reading Strategies to Develop Metacognitive skills, and effect deepened understanding of content.**

[CCSS.ELA-Literacy.CCRA.R.1](#) [CCSS.ELA-Literacy.CCRA.R.6](#)

[CCSS.ELA-Literacy.CCRA.R.2](#)

[CCSS.ELA-Literacy.CCRA.R.3](#)

**Essential Questions:**

Why do we need to evaluate how we read?

How does reading help us understand our world and ourselves better?

How does improvement in reading help us to learn in content area courses?

How will reading improvement make us more confident individuals?

How do readers construct meaning from text?

How does reading influence us?W

Does the author’s purpose really matter?

What do readers do when they do not understand everything in a text?

What strategies can be used before, during, and after reading to facilitate comprehension?

<b>Topics</b>	<b>Activities</b>	<b>Assessments to Include</b>
<p><b>Topics:</b> Self-Reflection of reading strategies using the Metacognitive Awareness of Reading Strategies Inventory (MARS)</p>	<ul style="list-style-type: none"> <li>● Individual teacher conferences</li> <li>● Recognizing “Fake Reading”</li> <li>● Thinking about thinking</li> <li>● Plan how to organize understanding</li> <li>● The strategic reader formula</li> <li>● Passive vs. Active Reader Activity</li> <li>● Create goals based on conferences</li> <li>● Communicate understanding of reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>● MARS Self-Assessment</li> <li>● Self-reflection</li> <li>● Student-set goals</li> <li>● One-on-one conferencing</li> <li>● Graphic Organizer(s)</li> <li>● Observation</li> <li>● Classwork</li> <li>● Participation in Classroom</li> <li>● Discussion</li> <li>● Reading Reflection</li> <li>● Portfolio Development</li> <li>● Metacognitive Log Review</li> </ul>
<p><b>Topics:</b> Global Reading</p>	<ul style="list-style-type: none"> <li>● Purposes for reading</li> </ul>	

<p>Strategies (Pre-reading)</p> <p>Use pre-reading strategies (e.g., previewing, assessing prior knowledge, planning reading, skimming and scanning)</p>	<ul style="list-style-type: none"> <li>● Making connections (text to text, text to self, text to world)</li> <li>● Thinking aloud and text interaction</li> <li>● Comprehension constructors</li> <li>● SQ4R</li> <li>● Determining Importance</li> <li>● Text survey (heading, subtitles, etc.)</li> <li>● Questioning</li> <li>● Activate prior knowledge (K-W-L)</li> <li>● Predict, Read, Check</li> <li>● Small and large group discussion to build and extend background knowledge</li> <li>● Independent practice</li> </ul>	
<p><b>Topics:</b> Problem Solving Strategies (Active reading)</p>	<ul style="list-style-type: none"> <li>● Summarize what is being said by annotating in the margin of the text</li> <li>● Tracking reading confusion</li> <li>● “How do I know when I’m stuck?”</li> <li>● Fix-up strategies</li> <li>● Reader’s voice</li> <li>● Rereading for understanding</li> <li>● Locating unknown words while reading</li> <li>● Re-phrasing key ideas</li> <li>● DRTA (Directed Reading Thinking Activity) determine the purpose for reading, make and adjust to predictions while reading.</li> <li>● Graphic organizers</li> <li>● Independent Practice</li> </ul>	
<p><b>Topics:</b> Support Reading Strategies (After reading)</p>	<ul style="list-style-type: none"> <li>● Identification of main idea, major and minor details , purpose</li> <li>● Making Inferences - OQI chart</li> <li>● Question webs</li> <li>● Synthesizing</li> <li>● Visualizing - Making mind pictures</li> <li>● Employ graphic organizers</li> <li>● Building A Summary - Bullseye</li> </ul>	

	<p>summary organizer</p> <ul style="list-style-type: none"> <li>● QAR(Question Answer Relationship) empowers students to think about the text they are reading and beyond it.</li> <li>● Pause and Reflect Activities</li> <li>●</li> <li>● Independent Practice</li> </ul>	
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## II. Demonstrate Comprehension Across Content Areas

[CCSS.ELA-Literacy.CCRA.R.1](#)

[CCSS.ELA-Literacy.CCRA.R.2](#)

[CCSS.ELA-Literacy.CCRA.R.3](#)

### Essential Questions:

How does interaction with text provoke thinking and response?

What are the skills essential to analyzing a text?

How can reading and talking together deepen our reading comprehension?

How can we develop and support an argument using text elements?

What can a reader know about an author’s intentions based only on a reading of the text?

How can literacy devices assist the reader in understanding what is read?

Lesson	Activities	Assessments to Include
<p><b>Topics:</b> Comprehension of informational text</p>	<ul style="list-style-type: none"> <li>● Word learning strategies Inquiry Concept mapping</li> <li>● Note taking Strategies Purpose words</li> <li>● Read with Purpose (concept - evidence- conclusions) Color coding, Concept mapping Skimming vs. Scanning</li> </ul>	<ul style="list-style-type: none"> <li>● MARSI Self-Assessment</li> <li>● Self-reflection</li> <li>● Student-set goals</li> <li>● One-on-one conferencing</li> <li>● Graphic Organizer(s)</li> <li>● Observation</li> <li>● Classwork</li> </ul>

	<ul style="list-style-type: none"> <li>● Structured note taking</li> <li>● Partner/Paired reading</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in Classroom</li> <li>● Discussion</li> <li>● Reading Reflection</li> <li>● Portfolio Development</li> <li>● Metacognitive Log Review</li> </ul>
<p><b>Topics:</b> Author's purpose and point of view</p>	<ul style="list-style-type: none"> <li>● Identify fact vs opinion</li> <li>● Summarize main idea</li> <li>● Relate what is happening in the text to their own knowledge of the world</li> <li>● Identify organizational patterns</li> <li>● Independent Practice</li> </ul>	
<p><b>Topics:</b> Literary Devices</p>	<ul style="list-style-type: none"> <li>● Story Boards</li> <li>● Graphic Organizers for plot, theme, and character development</li> <li>● Story Mapping</li> <li>● Determine/analyze author's point of view</li> <li>● React in writing to reading</li> <li>● Summarize</li> <li>● Independent Practice</li> </ul>	
<p><b>Topics:</b> Making Inferences and synthesizing Information</p>	<ul style="list-style-type: none"> <li>● Monitor for understanding</li> <li>● Forming opinions</li> <li>● Clarifying Organizers</li> <li>● I Say, It Says, and So Strategy - Interpret new information in light of past experiences and rethinking past knowledge based on new information.</li> <li>● Cause and Effect Reasoning</li> <li>● Independent Practice Textual Evidence</li> </ul>	

### III. Actively Engage in Thoughtful Discussions that Require Analysis of Texts

[CCSS.ELA-Literacy.CCRA.SL.1](#) [CCSS.ELA-Literacy.CCRA.SL.5](#)

[CCSS.ELA-Literacy.CCRA.SL.2](#) [CCSS.ELA-Literacy.CCRA.SL.6](#)

[CCSS.ELA-Literacy.CCRA.SL.3](#) [CCSS.ELA-Literacy.CCRA.R.8](#)

#### Essential Questions

How does a speaker communicate so others will listen and understand the message?

How does a listener understand a message?

How do you listen?

What impact does listening have?

How do you speak effectively?

How does the choice of words affect the speaker's message and the listener's response?

Why does formal or informal speech matter in school and the workplace?

Topic	Activities	Assessments to Include
<p><b>Topics:</b> Literary Analysis</p>	<ul style="list-style-type: none"> <li>● Small group discussion focused on influence of literary devices on meaning</li> <li>● Question, comment and respond thoughtfully during small and whole group discussions</li> </ul>	<ul style="list-style-type: none"> <li>● MARSi Self-Assessment</li> <li>● Self-reflection</li> <li>● Student-set goals</li> <li>● One-on-one conferencing</li> <li>● Graphic Organizer(s)</li> <li>● Observation</li> <li>● Classwork</li> <li>● Participation in Classroom</li> <li>● Discussion</li> <li>● Reading Reflection</li> <li>● Portfolio Development</li> <li>● Metacognitive Log Review</li> </ul>
<p><b>Topics:</b> Developing evidence based arguments</p>	<ul style="list-style-type: none"> <li>● Complete graphic organizers to structure arguments</li> <li>● In pairs, students look for evidence to support claims made by the teacher and/or classmates.</li> <li>● Reinforce proper citation format in evidence based writing tasks</li> <li>● Independent Practice</li> </ul>	

<b>Topics:</b> Peer Collaboration	<ul style="list-style-type: none"> <li>● Socratic Seminar skill practice</li> <li>● Group discussion to share ideas and viewpoints.</li> <li>● Group discussion to clarify, merge or change original ideas.</li> <li>● Use evaluation/checklist to monitor responsive and respectful communication active listening, and offer appropriate feedback.</li> <li>● Independent Practice</li> </ul>	
<b>Topics:</b> Presentations and Discussion	<ul style="list-style-type: none"> <li>● Public Speaking distinguishing between formal and informal presentation of material.</li> <li>● Independent Practice</li> </ul>	

#### IV. Develop Fluency and Independence by Engaging in a Variety of Complex Text

[CCSS.ELA-Literacy.CCRA.R.4](#)

[CCSS.ELA-Literacy.CCRA.R.10](#)

##### Essential Questions

Why do readers need to pay attention to a writer’s choice of words?

How do you figure out a word you do not know?

How does word choice affect meaning?

How can fluid reading increase my reading speed and comprehension level?

Lesson	Activities	Assessments to Include
<b>Topic:</b> Develop vocabulary to increase reading comprehension	<ul style="list-style-type: none"> <li>● Explore use of context clues</li> <li>● Structural Analysis to increase overall vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>● MARSJ Self-Assessment</li> <li>● Self-reflection</li> <li>● Student-set goals</li> <li>● One-on-one conferencing</li> <li>● Graphic Organizer(s)</li> <li>● Observation</li> <li>● Classwork</li> <li>● Participation in Classroom</li> </ul>

		<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Reading Reflection</li> <li>● Portfolio Development</li> <li>● Metacognitive Log Review</li> </ul>
<p><b>Topics:</b> Reading rate, college expectations and how to improve fluency</p>	<ul style="list-style-type: none"> <li>● Partner Reading</li> <li>● Fluency/miscue monitoring and analysis</li> <li>● Repeated reading</li> </ul>	
<p><b>Topics:</b> Fluency and reading rate as it relates to text complexity  CCSS.ELA-LITERACY.RI.9-10.10</p>	<ul style="list-style-type: none"> <li>● Use self monitoring skills/metacognitive skills for pacing and accuracy</li> <li>● Independent Practice</li> </ul>	
<p><b>Topics:</b> Variations of complex text</p>	<ul style="list-style-type: none"> <li>● Select a variety of articles to challenge and increase text complexity</li> <li>● Use self monitoring skills/metacognitive skills for pacing and accuracy</li> <li>● Independent Practice - match reader to text</li> </ul>	

**V. Pre-write, Draft, Revise, Edit and Proofread**

The above skills are infused throughout the year in the Literacy Lab programs. Topics will be addressed individually per student need and implemented during development of required research paper as well as across content areas. Technology will support the writing process.

[CCSS.ELA-Literacy.CCRA.W.1](#)    [CCSS.ELA-Literacy.CCRA.W.4](#)  
[CCSS.ELA-Literacy.CCRA.W.2](#)    [CCSS.ELA-Literacy.CCRA.W.5](#)  
[CCSS.ELA-Literacy.CCRA.W.3](#)    [CCSS.ELA-Literacy.CCRA.W.6](#)  
[CCSS.ELA-Literacy.CCRA.W.4](#)    [CCSS.ELA-Literacy.CCRA.W.10](#)  
[CCSS.ELA-Literacy.CCRA.L.1](#)    [CCSS.ELA-Literacy.CCRA.L.2](#)

## Essential Questions

How do I brainstorm when I am confused about the topic?

Why is brainstorming/prewriting necessary in the writing process?

How do we use different types of writing to communicate ideas?

Why do we have a writing process?

How can we make our writing more interesting?

How do writers improve their own writing skills?

Topic	Activities	Assessments to Include
<p><b>Topics:</b> Prewriting and planning</p>	<ul style="list-style-type: none"> <li>● Brainstorming techniques</li> <li>● Gathering evidence for writing</li> <li>● complete graphic organizers to produce evidence to support claim</li> <li>● Consider audience and purpose (personal narrative, informational writing, persuasive writing)</li> </ul>	<ul style="list-style-type: none"> <li>● MARSJ Self-Assessment</li> <li>● Self-reflection</li> <li>● Student-set goals</li> <li>● One-on-one conferencing</li> <li>● Graphic Organizer(s)</li> <li>● Observation</li> <li>● Classwork</li> <li>● Participation in Classroom</li> <li>● Discussion</li> <li>● Reading Reflection</li> <li>● Portfolio Development</li> <li>● Metacognitive Log Review</li> </ul>
<p><b>Topics:</b> Drafting</p>	<ul style="list-style-type: none"> <li>● Write routinely over extended periods of time and shorter time frames for a range of tasks, purposes and audiences</li> <li>● Gather relevant information from a variety of sources and integrate information in a research based essay</li> <li>● Independent Practice</li> </ul>	
<p><b>Topics:</b> Revising and editing</p>	<ul style="list-style-type: none"> <li>● Peer/Teacher Conferencing</li> <li>● Write, revise and edit a rough draft for content and organization, Produce an organized final draft</li> <li>● Independent Practice</li> </ul>	
<p><b>Topics:</b> Proof reading and creating</p>	<ul style="list-style-type: none"> <li>● Peer/Teacher Conferencing</li> <li>● Complete checklist for proofreading</li> <li>● Complete peer editing rubric.</li> </ul>	



final draft	<ul style="list-style-type: none"> <li>● Deconstruct writing by pulling out elements such as Introduction, topic sentences, supporting detail, transition words and concluding statements</li> <li>● Independent Practice</li> </ul>	
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## VI. Expand Vocabulary by Using Various Methods

[CCSS.ELA-Literacy.CCRA.L.2](#) [CCSS.ELA-Literacy.CCRA.L.5](#)

[CCSS.ELA-Literacy.CCRA.L.3](#) [CCSS.ELA-Literacy.CCRA.L.6](#)

[CCSS.ELA-Literacy.CCRA.L.4](#)

### Essential Questions:

Why does your vocabulary matter?

How can I use technology to expand my vocabulary?

How do I use visualization strategies to develop a strong vocabulary?

How do I avoid commonly misspelled words?

What can a reader do to understand new or unknown words?

Topic	Activities	Assessments to Include
<p><b>Topics:</b> Define or clarify the meaning of unknown and multiple-meaning words and phrases.</p>	<ul style="list-style-type: none"> <li>● Website and App. activities (Quizlet, Dictionary.com)</li> <li>● Use context clues to determine unknown words</li> </ul>	<ul style="list-style-type: none"> <li>● MARSJ Self-Assessment</li> <li>● Self-reflection</li> <li>● Student-set goals</li> <li>● One-on-one conferencing</li> <li>● Graphic Organizer(s)</li> <li>● Observation</li> <li>● Classwork</li> <li>● Participation in Classroom</li> <li>● Discussion</li> <li>● Reading Reflection</li> <li>● Portfolio Development</li> <li>● Metacognitive Log Review</li> </ul>
<p><b>Topics:</b> Demonstrate understanding of figurative language, word</p>	<p>Website and App. activities (Quizlet, Dictionary.com) Lift the text activities looking for</p>	

relationships, and nuances in word meanings.	connotation and denotation Lift the text for figurative language Independent Practice	
<b>Topics:</b> Acquire new academic vocabulary.	Independent Practice	
<b>Topics:</b> Demonstrate command of the conventions of standard English spelling and punctuation when reading and writing.	Independent Practice	

## VII. Use Research to Deepen Understanding of Content and Develop Reading and Writing

[CCSS.ELA-Literacy.CCRA.W.1](#) [CCSS.ELA-Literacy.CCRA.W.6](#)

[CCSS.ELA-Literacy.CCRA.W.2](#) [CCSS.ELA-Literacy.CCRA.W.7](#)

[CCSS.ELA-Literacy.CCRA.W.4](#) [CCSS.ELA-Literacy.CCRA.W.8](#)

[CCSS.ELA-Literacy.CCRA.W.5](#) [CCSS.ELA-Literacy.CCRA.W.9](#)

### Essential Questions:

How is a research question better than a research topic?

What are the steps in a successful information problem-solving process?

How do we find information to answer our questions?

How do we recognize good information?

How are problem-solving and research alike?

How do we select resources?

How do we make new meaning out of information from many sources?

How do you use technology to communicate information and/or ideas?

Topic	Activities	Assessment
<p><b>Initiating a Research</b>  <b>Question:</b> Students learn the purposes and processes of using questions and research to deepen understanding. Students initiate investigation on a topic through collaboratively generating questions to direct and frame research.</p>		<ul style="list-style-type: none"> <li>● MARSJ Self-Assessment</li> <li>● Self-reflection</li> <li>● Student-set goals</li> <li>● One-on-one conferencing</li> <li>● Graphic Organizer(s)</li> <li>● Observation</li> <li>● Classwork</li> <li>● Participation in Classroom</li> <li>● Discussion</li> <li>● Reading Reflection</li> <li>● Portfolio Development</li> <li>● Metacognitive Log Review</li> </ul>
<p><b>Comprehension of informational text:</b>  Use Before, during and after reading strategies to identify the main idea and supporting details within the text. students determine what the text says explicitly as well as inferences drawn from the text. Students determine what they know and do not know or understand in the text.</p>	<p>Students analyze key sources through close reading to deepen their understanding and draw personal conclusions about their areas of investigation.</p> <p>Identify what a thesis is and the purpose of thesis</p> <p>Practice developing a working thesis.</p> <p>Independent Practice</p>	
<p><b>Gathering Information:</b>  Students learn to recognize writer bias. Students learn how to conduct searches, assess and annotate sources, and keep an organized record of their findings.</p>	<p>View several pieces of research and determine if the author is biased or reliable</p> <p>Practice taking and organizing notes from research  create note cards and organize information</p> <p>Independent Practice</p>	

<p><b>Finalizing Investigation:</b> Students analyze and evaluate their material with respect to their Research Frames and refine and extend their inquiry as necessary.</p>	<p>Students collaborate with peer and teacher to determine if they need to refine research or finalize investigation</p> <p>Independent Practice</p>	
<p><b>Using evidence from research to form an opinion about a topic:</b> Students draw from their research and personal analysis to develop and communicate opinions based on research.</p>		

Learning Target	Common Core Standards
<p><b>Employ Close Reading Strategies to Develop Metacognitive skills, and effect deepened understanding of content.</b></p>	<p><a href="#"><u>CCSS.ELA-LITERACY.RI.9-10.3</u></a> <a href="#"><u>CCSS.ELA-LITERACY.RI.11-12.3</u></a>  <a href="#"><u>CCSS.ELA-LITERACY.RI.11-12.3</u></a> <a href="#"><u>CCSS.ELA-LITERACY.RI.11-12.3</u></a>  <a href="#"><u>CCSS.ELA-LITERACY.RL.9-10.5</u></a> <a href="#"><u>CCSS.ELA-LITERACY.RL.11-12.5</u></a>  <a href="#"><u>CCSS.ELA-LITERACY.RL11-12.5</u></a> <a href="#"><u>CCSS.ELA-LITERACY.RL11-12.5</u></a></p>
<p><b>Demonstrate Comprehension Across Content Areas</b></p>	<p><a href="#"><u>CCSS.ELA-LITERACY.RI.9-10.2</u></a> <a href="#"><u>CCSS.ELA-LITERACY.RI.11-12.2</u></a>  <a href="#"><u>CCSS.ELA-LITERACY.RI.9-10.4</u></a> <a href="#"><u>CCSS.ELA-LITERACY.RI.11-12.4</u></a>  <a href="#"><u>CCSS.ELA-LITERACY.RI.9-10.5</u></a> <a href="#"><u>CCSS.ELA-LITERACY.RI.11-12.5</u></a>  <a href="#"><u>CCSS.ELA-LITERACY.RI.9-10.6</u></a> <a href="#"><u>CCSS.ELA-LITERACY.RI.11-12.6</u></a>  <a href="#"><u>CCSS.ELA-Literacy.RL.9-10.2</u></a> <a href="#"><u>CCSS.ELA-Literacy.RL.9-10.2</u></a>  <a href="#"><u>CCSS.ELA-Literacy.RL.9-10.1</u></a> <a href="#"><u>CCSS.ELA-Literacy.RL.11-12.1</u></a>  <a href="#"><u>CCSS.ELA-Literacy.RL.9-10.3</u></a> <a href="#"><u>CCSS.ELA-Literacy.RL.11-12.3</u></a>  <a href="#"><u>CCSS.ELA-Literacy.RL.9-10.5</u></a> <a href="#"><u>CCSS.ELA-Literacy.RL.11-12.5</u></a></p>

	<p><a href="#">CCSS.ELA-Literacy.RL.9-10.6</a>    <a href="#">CCSS.ELA-Literacy.RL.11-12.6</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.10</a>    <a href="#">CCSS.ELA-LITERACY.W.11-12.10</a></p>
<p><b>Actively Engage in Thoughtful Discussions that Require Analysis of Texts</b></p>	<p><a href="#">CCSS.ELA-LITERACY.SL.9-10.4</a>    <a href="#">CCSS.ELA-LITERACY.SL.11-12.4</a></p> <p><a href="#">CCSS.ELA-Literacy.SL.9-10.1.a</a>    <a href="#">CCSS.ELA-Literacy.SL.11-12.1.a</a></p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.1.B</a>    <a href="#">CCSS.ELA-LITERACY.SL.11-12.1.B</a></p> <p><a href="#">CCSS.ELA-Literacy.SL.9-10.1.d</a>    <a href="#">CCSS.ELA-Literacy.SL.11-12.1.d</a></p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.1.C</a>    <a href="#">CCSS.ELA-LITERACY.SL.11-12.1.C</a></p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.4</a>    <a href="#">CCSS.ELA-LITERACY.SL.11-12.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.6</a>    <a href="#">CCSS.ELA-LITERACY.SL.11-12.6</a></p> <p><a href="#">CCSS.ELA-LITERACY.RL.9-10.1</a>    <a href="#">CCSS.ELA-LITERACY.RL.11-12.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RI.9-10.2</a>    <a href="#">CCSS.ELA-Literacy.RI.11-12.2</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.8</a>    <a href="#">CCSS.ELA-LITERACY.W.11-12.8</a></p>
<p><b>Develop Fluency and Independence by Engaging in a Variety of Complex Text</b></p>	<p><a href="#">CCSS.ELA-Literacy.RI.9-10.4</a>    <a href="#">CCSS.ELA-Literacy.RI.11-12.4</a></p> <p><a href="#">CCSS.ELA-Literacy.RI.9-10.4A</a>    <a href="#">CCSS.ELA-Literacy.RI.11-12.4A</a></p> <p><a href="#">CCSS.ELA-LITERACY.RI.9-10.10</a>    <a href="#">CCSS.ELA-LITERACY.RI.11-12.10</a></p> <p><a href="#">CCSS.ELA-Literacy.RI.9-10.10</a>    <a href="#">CCSS.ELA-Literacy.RI.11-12.10</a></p> <p><a href="#">CCSS.ELA-Literacy.RI.11-12.10</a>    <a href="#">CCSS.ELA-Literacy.RI.11-12.10</a></p> <p><a href="#">CCSS.ELA-LITERACY.L.9-10.4</a>    <a href="#">CCSS.ELA-LITERACY.L.11-12.4</a></p>

	<p><a href="#"><u>CCSS.ELA-LITERACY.RL.9-10.10</u></a> <a href="#"><u>CCSS.ELA-LITERACY.RL.11-12.10</u></a></p> <p><a href="#"><u>CCSS.ELA-LITERACY.RI.11-12.10</u></a></p>
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<p><b>Pre-write, Draft, Revise, Edit and Proofread</b></p>	<p><a href="#"><u>CCSS.ELA-Literacy.W.9-10.1</u></a> <a href="#"><u>CCSS.ELA-Literacy.W.11-12.1</u></a></p> <p><a href="#"><u>CCSS.ELA-LITERACY.W.9-10.5</u></a> <a href="#"><u>CCSS.ELA-LITERACY.W.11-12..5</u></a></p> <p><a href="#"><u>CCSS.ELA-LITERACY.W.9-10.10</u></a> <a href="#"><u>CCSS.ELA-LITERACY.W.11-12.10</u></a></p>
<p><b>Expand Vocabulary by Using Various Methods</b></p>	
<p><b>Use Research to Deepen Understanding of Content and Develop Reading and Writing</b></p>	<p><a href="#"><u>CCSS.ELA-Literacy.RI.9-10.2</u></a> <a href="#"><u>CCSS.ELA-Literacy.RI.11-12.2</u></a></p> <p><a href="#"><u>CCSS.ELA-Literacy.RI.9-10.3</u></a> <a href="#"><u>CCSS.ELA-Literacy.RI.11-12.3</u></a></p>