

Shifting to the **Common Core**

Grades 9–12 English/Language Arts

Augustyn King Erickson Sebranek





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Thoughtful Learning

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Shifting to the Common Core

Course Objectives

This material helps students learn to analyze, evaluate, and synthesize information, developing the depth of knowledge that the Common Core State Standards require in all subjects.

In *Shifting to the Common Core*, students will . . .

- Use close-reading strategies to capture the meaning of complex texts.
- Quickly outline complex texts, summarizing main points.
- Cite textual evidence in a variety of forms.
- Use STRAP analysis to fully understand writing prompts.
- Evaluate and critique logical arguments within texts.
- Weigh the effectiveness of support.
- Evaluate the use of literary devices.
- Evaluate arguments and sources of information.
- Construct logical arguments, drawing evidence from texts.
- Synthesize information from multiple sources to build meaning.
- Create effective informational and persuasive writing.
- Write effective responses to on-demand prompts.

By developing these deeper-thinking skills, students improve their comprehension across the curriculum, raise their grades, and increase their success on Common Core assessments.

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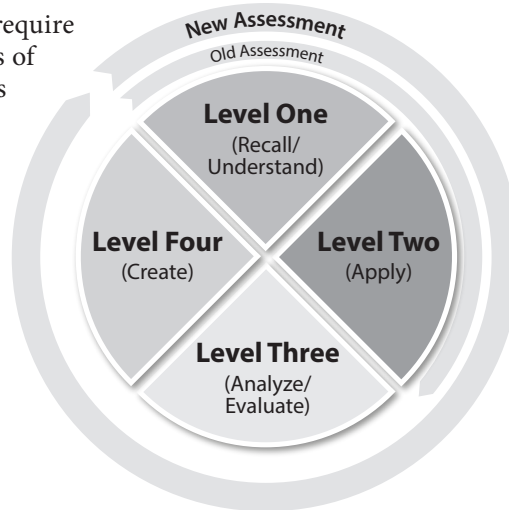
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Dear Educator:

You and your students are navigating a time of great change brought about by the Common Core State Standards and the assessments that measure them. This book will help you and your students succeed.

The Common Core State Standards require students to demonstrate deeper levels of thinking, and as a result, assessments are shifting. Previous high-stakes assessments tested what students could recall, understand, and apply—the first levels of thinking on the chart to the right. The new assessments measure those levels but go much deeper. To succeed on the new assessments, students must demonstrate the ability to carefully analyze information, evaluate it, and synthesize effective responses.



This book teaches your students these three important skills:

1. Analyzing what they read, see, and hear
2. Evaluating information and testing it for reliability
3. Synthesizing arguments by drawing evidence from texts and using it in new forms

In this way, *Shifting to the Common Core* goes far beyond other courses. Instead of just practicing sample test questions, students learn the specific strategies and skills they need to think more deeply. *Shifting to the Common Core* helps students succeed in school, score higher on Common Core assessments, and go farther in college and career.

Thank you for helping your students think more deeply, and thank you for using *Shifting to the Common Core*.

Sincerely,

Chris Erickson
Author

**Common Core
English/Language
Arts College and
Career Readiness
Anchor Standards**

R.1, R.2, R.3, R.5, R.10,
W.7, W.8, W.9

R.1, R.2, R.5, R.7, R.8,
R.10, W.7, W.8, W.9,
SL.2

R.1, R.2, R.5, R.6, R.8,
R.10, W.1, W.2, W.7,
W.8, W.9

R.1, R.2, R.3, R.5, R.6,
R.10, W.1, W.2, W.4,
W.5, W.6, W.7, W.8,
W.9, SL.2

R.4, R.5, R.10, L.4, L.5,
L.6

R.1, R.2, R.5, R.6, R.7,
R.8, R.9, R.10, W.1, W.2,
W.8, W.9, SL.2, SL.3

R.1, R.5, R.6, R.7, R.8,
R.9, R.10, W.7, W.8,
W.9, SL.2, L.3

Sampler

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Understanding the CCSS and the New Assessments

This page answers frequently asked questions about the Common Core State Standards (CCSS) and the new assessments created to test compliance with these standards.

What are the CCSS?

The Common Core State Standards (CCSS) are a set of standards for English/language arts and math that have been adopted by most states. In addition to focusing on knowledge content, these standards also emphasize skills required for college and career readiness: critical thinking, innovation, communication, problem solving, and using information and technology.

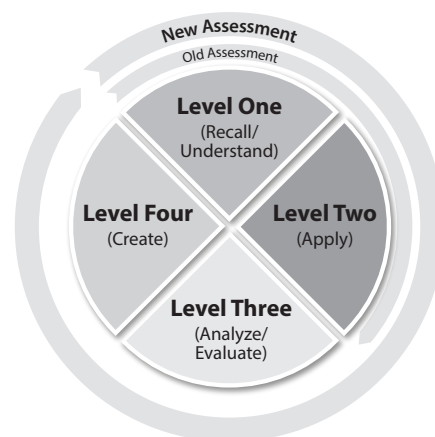


What are PARCC and Smarter Balanced?

Two organizations have received federal “Race to the Top” grants to develop assessments that measure the full range of skills required by the Common Core State Standards. One organization is called PARCC, which stands for the Partnership for Assessing Readiness for College and Careers. The other organization is called the Smarter Balanced Assessment Consortium. The tests developed by these organizations use a combination of traditional testing methods, innovative technology, and written responses to measure students’ abilities.

How do these tests differ from previous high-stakes tests?

The new assessments go beyond previous tests to assess greater depths of knowledge. Previous assessments tested depth of knowledge at levels 1 and 2: recalling information and applying it in straightforward ways. The new assessments test these levels as well as levels 3 and 4: analyzing information received in a variety of forms and synthesizing it into new forms. These assessments use innovative testing strategies, new technology, and human scoring to test these deeper levels of thinking.



30 Minutes to Success

In this book, you'll find spreads organized with instructional material on the left and activities on the right. Follow this simple plan to fit these modules into your lesson schedule:

- 10 minutes for presenting the instruction on the left
- 10 minutes for students to complete the activity on the right
- 10 more minutes for class discussion afterward

Instruction (10 minutes)

6

**CCSS ELA Literacy
CCSS Standards**
R.1, R.2, R.5, R.8, R.10,
W.1, W.2, W.3, W.10

**Speaking and
Listening**
You can identify a
main idea in spoken
word or audio.
through active
listening. Listen for a
main point early. If
one isn't stated
outright, use a
formula like the one
below to infer the
main idea. This
process is simplified
by taking notes of
important ideas.

Analyzing Controlling Sentences
In informational reading, a controlling sentence is one that sums up the main point of a selection.

How can I recognize controlling sentences?
Watch for the following types of controlling sentence:
• A **thesis statement** provides the focus for a whole article or literary work. This statement usually appears in the opening paragraph or paragraphs. In the example on the right, the thesis statement is underlined.
• A **topic sentence** provides the focus for a paragraph. This statement often appears at the beginning of the paragraph, but it can also appear anywhere in the paragraph or be implied.

How can I infer an implied controlling sentence?
If a paragraph or article does not include a specific controlling sentence, you can write one of your own. For example, the following middle paragraph does not contain a topic sentence.

NASA's unmanned Kepler space observatory launched in 2009. The mission's goal was to seek out Earth-like planets orbiting distant stars in a special life-supporting zone. Kepler's powerful telescope was able to observe 100,000 stars between 600 and 1,000 light years away in its first four years in space. Kepler discovered 132 planets around other stars and many other possible candidates. More significantly, three of these planets are roughly the same size as Earth and orbit four stars in the Goldilocks Zone, an area thought to be habitable. Shortly after the discovery, a reaction wheel needed to orient the spacecraft stopped working, jeopardizing further research. Scientists had hoped to continue the mission until 2016.

To infer a topic sentence, ask (and answer) the following questions:

What is the topic?	What is said about it?	What controlling sentence can I infer?
Kepler space mission	I use the first to discover Earth-like planets in the Milky Way, but the mission was cut short.	Even though it was cut short, NASA's Kepler space mission ultimately made significant progress in the search for life beyond Earth.

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Activity 2: Reading Nonfiction Feature Articles
1. Use **SOQR** to closely read the article that follows. Write down your observations.
2. Underline the thesis statement. Explain your choice.
3. Write down any controlling sentences that you find.
4. The second to last paragraph lacks a controlling sentence. Infer one and write it.

Spies Among Us
by Herby Barnes

When the Cold War ended, it seemed like the spy game would fall with the Iron Curtain. Many believed spy tactics like envelope exchange, code names, and headcase swaps were bound for their ends and television programs such as *The Americans*, and nothing more. These notions were premature. In an era where intelligence gathering is primarily the domain of computer hackers and space satellites, recent stories prove Cold War-era espionage is still alive in the 21st century.

Spies Near Door
For example, undercover Russian agents were found living in American neighborhoods. In 2010, the FBI arrested 10 people living in American cities and suburbs on accusations of being part of a Russian espionage ring. The FBI traced the group for almost seven years before making the arrest. In that time, the ring posed as ordinary Americans in an attempt to learn information about the U.S.'s nuclear programs. Known as the "Wingtip Program," the group communicated with each other using invisible ink and bag exchanges in public places.

Caught in the Act
American undercover activity was unscrutinized in Russia as well. In May 2013, the Russian Foreign Ministry detained U.S. embassy employees and alleged CIA agent Ryan Fugle after he was caught attempting to recruit a Russian special services staffer. Fugle's belongings included two wigs, a knife, two pairs of dark glasses, and large sums of cash. In retaliation, Russian security services revealed the identity of the United States' CIA chief in Russia. The ensuing breached diplomatic protocol. According to a post-Cold War trust-building tradition, U.S. and Russian spy agencies reveal to each other the identities of their respective assets, but agree not to publicize them. The breach of protocol deepened tension between the governments.

Peace Controversy
And then there's the story of Alexander Litvinenko, a former Russian agent, who fled prosecution in Russia to work for the British MI6 agency. Working with MI6, Litvinenko publicized Russian secrets in two different books. He also accused the Russian secret service of staging domestic terrorist attacks. In 2006, Litvinenko left MI6 while working alongside Spanish spies for MI6. He died three weeks later. It was discovered that he'd been poisoned by polonium-210, a deadly radioactive element. His death led to diplomatic tension between Britain and Russia after the Russian government refused to extradite the chief suspect in the case. The case remains unsolved today.

Stories involving invisible ink, alleged poisonings, briefcase exchanges, and undercover agents as never moves were decidedly dated, but they shouldn't. As long as distrust exists between governments, efforts will be made to discover each other's secrets. The spy game lives on.

Discussion (10 minutes)

Where will I find answers?

An answer key appears after lessons in each level (6–8 and 9–12). You'll also find model student responses to prompts and rubrics for scoring student writing.

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Answer Key

Activity 1: Reading Biographical Nonfiction
1. **Survey:** (Sample answer) The article title and headings indicate that this piece is biographical nonfiction, specifically about women, probably during World War II. A quick glance through the opening tells me the writing focuses on one woman, Virginia Hall. The title also tells me that Hall was perhaps involved with undercover or spy work. The photo shows an awards ceremony, so Hall must have performed excellent work during her career.

2. **Question:** (Sample answer) Phillip Korver wrote this article. It focuses on Hall's remarkable life as a spy, and how her accomplishments are overlooked. Korver wrote to give exposure to Hall's courage and heroics.

3. **Read, Recall, and Review:** (Sample answer) I had never known about Hall before reading this article. It's surprising to me that the doesn't get mentioned as often as other women in American history, but part of that must have to do with the CIA wanting to reveal her secret life. I have great respect for Hall. To think of what she accomplished in a time when society didn't trust professional women as well as they should have is amazing.

Activity 2: Reading Nonfiction Feature Articles
1. **SOQR:** (Sample answer) The title and the photo indicate the story will be about spies working in foreign lands. The story itself says that traditional Cold War espionage practices seen in movies still exist to some extent today.

2. **Thesis statement:** In an era where intelligence gathering is primarily the domain of computer hackers and space satellites, recent stories prove Cold War-era espionage is still alive in the 21st century.

3. **Topic sentences:** For example, undercover Russian agents were found living in American neighborhoods. / American undercover activity was unscrutinized in Russia as well.

4. **Inferred topic sentence:** (Sample answer) A former Russian agent working for MI6 was poisoned, raising tensions between Russia and Great Britain.

Activity 3: Reading Historical Documents
1. **Inferred thesis statement:** (Sample answer) South Vietnam is in a desperate state and needs help.

2. **Controlling sentence and support:** (Sample answer) "In the course of the last few months, the Communist assault on our people has achieved high ferocity." / Statistics over 1,800 incidents of violence and more than 2,000 casualties in Chienping / Examples: headlong-charge attacks, landmines from the North to segment forces / Analogy: "We are forced to defend every village, every hamlet, indeed every home against a foe whose tactics is always to strike at the defences."

3. **Development:** (Sample answer) President Thieu Dien of South Vietnam uses a variety of evidence to describe the idea that his nation is facing its "grave crisis in history." He begins with examples of cruelty—attacks on teachers, closing schools, and leaving hospitals. In the third paragraph, he shares statistics (1,800 violent incidents, over 2,000 casualties) to show that the ferocity and number of attacks are increasing. Beyond the threat of the North Vietnamese, he shares a devastating flood that further dented the South's infrastructure. The mounting evidence shows the South is indeed at a grave point in its history.

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Activity 4: Reading Poetry
1. **Inferred theme:** (Sample answer) Shelley's "Ozymandias": Power and influence are fleeting against time and nature. Smith's "Ozymandias": History foreshadows the decline of all great empires.

2. **Development of theme:** (Sample answer) Shelley uses imagery, description, and symbolism to develop his theme: "Two vast and trunkless legs of stone / Stand in the desert. Near them, on the sand, / Half sunk, a shattered visage lies." This imagery is juxtaposed with the imagined grand, imposing statue that once stood on these "lone and level sands." Smith uses imagery and a contemporary time to develop his theme: "I am great OZYMANDIAS / I walk the stone." / "The King of Kings, this mighty City shuns / The wonders of my hand." But the city "this forgotten Babylon," is gone.

3. **Response to writing prompt:** (Sample answer)

Power and Control in Two Versions of "Ozymandias"

Writing about the same subject, Percy Bysshe Shelley and Howard Smith contrast poems that reflect on the inevitable decline of human power and control. Both poems focus on the stark imagery of a crumbling monument to Ozymandias, a powerful ruler of a vast Egyptian empire, left broken in a sea of sand. While Shelley's purpose is to show that human strength and influence is powerless against time and nature, Smith's purpose is to show that history foreshadows the decline of all great empires.

Shelley's "Ozymandias" uses imagery and description to contrast a once-powerful leader to the shattered monument built in his name. He begins by describing a statue of Ozymandias in the desert: "a shattered visage lies, whose frown / And wrinkled lip, and sneer of cold command." This description is contrasted with the glorious and intimidating presence the monument was meant to display. Words etched on the monument were proudly: "My name is Ozymandias, King of Kings / Look on my works, ye mighty, and despair!" Now lying half sunk in the desert, these words are ironic.

Shelley contrasts the monument's grandiose claims with a simplistic, yet cutting line, "Nothing beside remains." And the poem's final lines further drive home his point, "Round the decay / Of that colossal wreck, boundless and bare / The lone and level sands stretch far away." Ozymandias' empire, like his statue, is nothing more than a shattered visage in the end. A man made statue crumbling in a vast desert reminds us that humans and their creations are powerless against time and nature, Earth's red power breaks.

Shelley's Smith opens his version of "Ozymandias" with a description of the remnants of a statue in the Egyptian desert. He tells the reader a sample of a kingdom: "The City's gone, / Nightfall but the Leg remaining to disclose / The site of this forgotten Babylon." In the second and final stanzas, Smith imagines a future where a human empire rises from present-day London and wonders "What powerful but unrecorded race / Once dwelt in that sunlit place." Smith's reason implies that the today's empire will eventually suffer a similar fate.

If Shelley's "Ozymandias" uses the contrast of a once-powerful leader to his crumbling likeness as a metaphor for the decline of human power and influence over time, Smith's "Ozymandias" is more forthright in using the ancient leader's ruined statue as a metaphor for the inevitable decline of empires. In both versions, the crumbling statue of the "King of Kings" symbolizes human beings' failure to attain true power and control.

Analyzing, Evaluating, and Synthesizing

To comply with the Common Core and succeed on the new assessments, students need to develop three deep-thinking skills.

What thinking skills should my students learn?

Your students need to learn strategies for analyzing, evaluating, and synthesizing:



1. **Analyzing** involves closely considering information, breaking it into its parts, exploring how each part works, and discovering how the parts connect to form a whole. This book teaches specific strategies for analyzing text, vocabulary, and prompts in the English/language arts.



2. **Evaluating** involves judging the value or worth of information, deciding if it is true, desirable, logical, meaningful, and reliable. This book teaches specific strategies for evaluating arguments, counterarguments, and logic in English/language arts.



3. **Synthesizing** involves connecting information in new ways, creating logical arguments, and innovating solutions to complex problems. This book teaches specific strategies for synthesizing narratives, descriptions, explanations, and arguments in English/language arts.



“It is well to
read everything
of something,
and something
of everything.”

—Lord Henry P.
Brougham

Shifting to the Common Core: English/Language Arts 9–12

The Common Core State Standards emphasize deeper thinking skills: analyzing information, evaluating its worth, and synthesizing new information by drawing on multiple sources. This chapter helps high school students develop these deeper-thinking skills. Students will learn specific strategies for analyzing texts, vocabulary, and prompts; evaluating arguments; and synthesizing responses.

Lesson Preview

- **CCSS ELA Anchor Standards**
- **Analyzing Texts**
- **Analyzing Controlling Sentences**
- **Analyzing Supporting Details**
- **Analyzing Themes**
- **Analyzing Vocabulary**
- **Evaluating Arguments**
- **Evaluating Sources**
- **Evaluating Logical Fallacies**
- **Evaluating Faulty Persuasion**
- **Evaluating Writing**
- **Analyzing Writing Prompts**
- **Synthesizing Responses and Essays**
- **Drawing Evidence from Multiple Sources**
- **Writing Persuasively**

Common Core State Anchor Standards for Reading

Key Ideas and Details

CCSS.ELA-Literacy.CCRA.R.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.

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

CCSS.ELA-Literacy.CCRA.R.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.

CCSS.ELA-Literacy.CCRA.R.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.

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.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.

CCSS.ELA-Literacy.CCRA.R.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.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Common Core State Anchor Standards for Writing

Text Types and Purposes

CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.W.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

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCSS.ELA-Literacy.CCRA.W.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.

Common Core State Anchor Standards for Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.CCRA.SL.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.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core State Anchor Standards for Language

Conventions of Standard English

CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCSS.ELA-Literacy.CCRA.L.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

CCSS.ELA-Literacy.CCRA.L.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.

CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.L.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 encountering an unknown term important to comprehension or expression.

Assessment of Common Core English/Language Arts

On the Common Core assessments, students will need to complete the following tasks:

- 1. Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- 2. Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences.
- 3. Speaking and Listening:** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- 4. Research/Inquiry:** Students can engage in research and inquiry to investigate topics, to analyze, integrate, and present information.

This assessment measures student progress on the Common Core State Anchor Standards for reading, writing, speaking and listening, and language.

**CCSS.ELA-Literacy
CCRA Standards**

R.1, R.2, R.3, R.4, R.5,
R.6, R.7, R.8, R.9, R.10,
W.7, W.8, W.9, W.10

Analyzing Texts

Success on the Common Core English/language arts assessment begins with close reading of complex informational and literary texts. Close reading is focused, intentional, and detail oriented.

How can I read closely?

To read closely, you should follow a close-reading strategy such as **SQ3R**—**S**urvey, **Q**uestion, **R**ead, **R**ecite, and **R**evue:

Survival of the Cooperative

by Tsang Chao

Cooperation has contributed to the advancement of the human species, but how did it help humans survive natural selection? Evolutionary biologist Martin Nowak's studies show that natural selection promotes cooperative behavior through five different mechanisms.

Cooperation Defined

Cooperation in evolutionary terms occurs when one individual (a cooperator) gives something up for the benefit of a receiver. An individual choosing not to cooperate is known as a defector. All things being equal, natural selection favors defectors, because defectors have a higher level of survival fitness than cooperators. Based on this premise, when populations of defectors and cooperators mix, the defectors' superior fitness should result in the demise of the cooperators. Nowak, however, concludes that natural selection breaks the tendency to defect in five ways, each of which encourages cooperation and increases a species' fitness level, a key factor for survival.

1. **Kin selection:** A donor who gives up something to a genetic relative in an altruistic act achieves a higher fitness level than those who don't.
2. **Direct reciprocity:** Two individuals can achieve higher fitness by playing a game of 'tit-for-tat.' One individual gives something up in hopes of getting something back later. This mechanism allows unrelated individuals to benefit from cooperation, but relies on repeated encounters.
3. **Indirect reciprocity:** This mechanism promotes cooperation through reputation. In indirect reciprocity, an individual builds a reputation by cooperating. Others observe the giving act and are more willing to cooperate with the cooperator later. This mechanism does not rely on repeated encounters.
4. **Spatial selection:** In spatial selection, clusters of cooperators form a sort of social network to defeat individual defectors.
5. **Group selection:** Group selection favors groups of cooperators over groups of defectors. Groups of cooperators reproduce faster than defector groups, increasing their chance of survival.

Nowak's study shows that populations made up entirely of cooperators achieve the highest average fitness, even higher than individual and group defectors. In the end, cooperation pays off for all who are willing to share a piece of themselves.

1. **Survey** the whole selection, noting titles, headings, paragraphs, illustrations, captions, and any other formal features.
2. **Question** the communication situation:
 - **Sender:** Who wrote it, and from what point of view?
 - **Message:** What is it about?
 - **Medium:** How is the message presented?
 - **Receiver:** Who is supposed to read it?
 - **Context:** When and where was it written? How does the point of view impact the message? How does the message compare to other texts about similar subjects?
3. **Read** the selection once all the way through, writing down the controlling sentences and noting key details. After reading literary selections, write down a possible theme or statement about life.
4. **Recite** the main points and details, or the theme.
5. **Review** the selection a final time, making sure that the main points, key details, and theme are accurate.

Activity 1: Reading Biographical Nonfiction

1. **Survey:** Write comments about the title, headings, and photos.
2. **Question:** Ask about the parts of the communication situation: sender, message, medium, receiver, and context.
3. **Read, Recite, and Review:** Reflect on how your first ideas were confirmed or changed.

Women in History: The Undercover Wonder

by Phillip Korver

For a woman who dedicated her life to avoiding detection, it isn't surprising that the name Virginia Hall is unrecognizable to most Americans. During a time when women skillfully filled wartime vacancies on the American home front, Hall worked in Europe as a spy for the Allied troops during World War II. Through her clandestine efforts, Hall saved lives, relayed enemy positions, and earned a top spot on the Gestapo's most wanted list.



Early Career

Hall was at the epicenter of World War II before the first shots were ever fired. She left the United States in 1926 in hopes of a career in foreign affairs, but her career goal was sidetracked when her lower left leg needed to be amputated after a hunting accident. Immobilized but undeterred, Hall worked in clerical positions in Turkey and Italy, and then volunteered as an ambulance driver in Paris as Nazi Germany seized control of the city. When the French surrendered Paris, Hall fled to London, where she worked in the American Embassy. There she gained the attention of the British Special Operations Executive (SOE), and so began Hall's career as a spy.

WWII

The SOE was seeking candidates to do undercover work to aid the French troops. Hall, despite her wooden leg, fit the bill. In 1941, she became the SOE's first female operative sent into France. She traveled to Nazi-controlled Lyon, France, under the guise of a reporter for the *New York Post*. For the next 14 months, she worked as a spy for the British government and the French resistance, all while writing newspaper stories to maintain her cover. Her actions eventually gained the attention of the Nazi Secret State Police, or Gestapo. The Gestapo even printed "Wanted" posters with Hall's likeness. When the United States joined the war, the danger of being an American "newspaper woman" in Nazi-controlled territory was too great, and Hall fled to Spain.

After doing SOE undercover work in Spain, Hall returned to London and joined a new American agency: the Office of Strategic Services (OSS), the precursor to the CIA. Hall requested to be sent back into Nazi-occupied France, and the OSS obliged. Because of the Gestapo's familiarity with her appearance, Hall disguised herself as an elderly milkmaid upon her return to France. Donned in white hair and an ill-fitting dress, Hall trained battalions of French resistance fighters, coordinated parachute supply and aid drops, and relayed Nazi positions to London. When the Nazis retreated, Hall's teams blocked their path by blowing up bridges, derailing train tracks, and capturing hundreds of enemy soldiers.

Post-WWII

Hall is credited with saving the lives of countless Allied troops. She became the only civilian woman to receive the OSS's Distinguished Service Cross during World War II. When she returned to the U.S., she worked for the CIA. Only recently did the CIA release details of her heroism to the public. Considering all the important figures in American history, Virginia Hall is a name worth remembering.

CCSS.ELA-Literacy CCRA Standards

R.1, R.2, R.5, R.8, R.10,
W.7, W.8, W.9, W.10

Speaking and Listening

You can identify a main idea in spoken word or audio through active listening. Listen for a main point early. If one isn't stated outright, use a formula like the one below to infer the main idea. This process is simplified by taking notes of important ideas.

Analyzing Controlling Sentences

In informational reading, a controlling sentence is one that sums up the main point of a selection.

How can I recognize controlling sentences?

Watch for the following types of controlling sentences:

- A **thesis statement** provides the focus for a whole article or literary work. This statement usually appears in the opening paragraph or paragraphs. In the example to the right, the thesis statement is underlined.
- A **topic sentence** provides the focus for a paragraph. This statement often appears at the beginning of the paragraph, but it can also appear anywhere in the paragraph or be implied.

Moving Forward in Space

During the economic downturn of the late 2000s, a groundswell of opinion emerged in support of slashing NASA's budget. In fact, the whole agency was being called into question. Too expensive. Too much risk. Too few results. With its famed space-shuttle program ending in 2011, NASA's space exploration was facing public irrelevance in scope and funding, which is why the implications of NASA's Kepler mission are so important. Despite NASA's complicated history, missions like Kepler show why America should not give up on space exploration.

How can I infer an implied controlling sentence?

If a paragraph or article does not include a specific controlling sentence, you can write one of your own. For example, the following middle paragraph does not contain a topic sentence.

NASA's unmanned Kepler space observatory launched in 2009. The mission's goal was to seek out Earth-like planets orbiting distant stars in a special life-supporting zone. Kepler's powerful telescope was able to observe 100,000 stars between 600 and 3,000 light-years away. In its first four years in space, Kepler discovered 132 planets around other stars and many other possible candidates. More significantly, three of those planets are roughly the same size as Earth and orbit host stars in the Goldilocks Zone, an area thought to be habitable. Shortly after the discovery, a reaction wheel needed to orient the spacecraft stopped working, jeopardizing further research. Scientists had hoped to continue the mission until 2016.

To infer a topic sentence, ask (and answer) the following questions:

**What is
the topic?**

Kepler
space
mission

+

**What is said
about it?**

It was the first to discover Earth-like planets in a hospitable zone of the Milky Way, but the mission was cut short.

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**What controlling
sentence can I infer?**

Even though it was cut short, NASA'S Kepler space mission ultimately made significant progress in the search for life beyond Earth.

Activity 2: Reading Nonfiction Feature Articles

1. Use **SQ3R** to closely read the article that follows. Write down your observations.
2. Underline the thesis statement. Explain your choice.
3. Write down any controlling sentences that you find.
4. The second to last paragraph lacks a controlling sentence. Infer one and write it.

Spies Among Us

by Henley Ramirez

When the Cold War ended, it seemed like the spy game would fall with the Iron Curtain. Many believed spy tactics like envelope exchanges, code names, and briefcase swaps were bound for thriller novels and television programs such as *The Americans*, and nothing more. These notions were premature. In an era where intelligence gathering is primarily the domain of computer hackers and space satellites, recent stories prove Cold War–era espionage is still alive in the 21st century.

Spies Next Door

For example, undercover Russian agents were found living in American neighborhoods. In 2010, the FBI arrested 10 people living in American cities and suburbs on accusations of being part of a Russian espionage ring. The FBI tracked the group for almost seven years before making the arrest. In that time, the ring posed as ordinary Americans in an attempt to learn information about the U.S.’s nuclear program. Known as the “Illegals Program,” the group communicated with each other using invisible ink and bag exchanges in public places.



Caught in the Act

American undercover activity was unearthed in Russia as well. In May 2013, the Russian Foreign Ministry detained U.S. embassy employee and alleged CIA agent Ryan Fogle after he was caught attempting to recruit a Russian special services staffer. Fogle’s belongings included two wigs, a knife, two pairs of dark glasses, and large sums of cash. In retaliation, Russian security services revealed the identity of the United States’ CIA chief in Russia. The outing breached diplomatic protocol. According to a post–Cold War trust-building tradition, U.S. and Russian spy agencies reveal to each other the identities of their respective station chiefs, but agree not to publicize them. The breach of protocol deepened tension between the governments.

Poison Controversy

And then there’s the story of Alexander Litvinenko, a former Russian agent, who fled prosecution in Russia to work for the British MI6 agency. Working with MI6, Litvinenko publicized Russian secrets in two different books. He also accused the Russian secret service of staging domestic terrorist attacks. In 2006, Litvinenko fell ill while working alongside Spanish spies for MI6. He died three weeks later. It was discovered that he’d been poisoned by polonium-210, a deadly radioactive element. His death led to diplomatic tension between Britain and Russia after the Russian government refused to extradite the chief suspect in the case. The case remains unsolved today.

Stories involving invisible ink, alleged poisonings, briefcase exchanges, and undercover agents posing as soccer moms seem decidedly dated, but they shouldn’t. As long as distrust exists between governments, efforts will be made to discover each other’s secrets. The spy game lives on.

Shifting to the Common Core

Course Objectives

These materials help students gain the skills they need to comply with the Common Core and to succeed on its assessments. Students will learn to analyze the information they receive, evaluate it, and synthesize responses that demonstrate deep levels of knowledge.

In *Shifting to the Common Core: English/Language Arts*, students will . . .

- Use close-reading strategies to capture the meaning of complex texts.
- Quickly outline complex texts, summarizing main points.
- Cite textual evidence in a variety of forms.
- Use STRAP analysis to fully understand writing prompts in the assessment.
- Evaluate and critique logical arguments within texts.
- Weigh the effectiveness of support.
- Evaluate the use of literary devices.
- Construct logical arguments, drawing evidence from texts.
- Synthesize information from multiple sources to build meaning.
- Write effective responses to on-demand prompts.

In *Shifting to the Common Core: Mathematics*, students will . . .

- Understand the mathematical problem-solving process.
- Use known/unknown analysis to understand mathematical prompts in the assessment.
- Identify constants and variables in each situation.
- Analyze formulas to determine which apply.
- Recognize patterns and reasoning in mathematical expressions.
- Use mathematical modeling to predict calculated values.
- Evaluate and critique mathematical reasoning.
- Argue for specific problem-solving approaches.
- Create new mathematical expressions in order to solve problems.
- Model using mathematics.