

**CORRELATION OF SCHOLASTIC ID: VOICE: VISION: IDENTITY  
TO THE COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES 9-12**

**Common Core State Standards**

**SCHOLASTIC ID: Voice: Vision: Identity**

**Grade 9-10**

<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a theme or central idea of a text and analyze in detail 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.</li> <li>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ol>	<p>Extension lessons give students the opportunity to further explore the literary themes, ideas, and voices of award-winning authors. Book Guide reproducibles include framework for reading, analyzing, and responding to trade books. Students examine form &amp; style, language &amp; word choice, authenticity &amp; detail, structure &amp; plot, or theme &amp; viewpoint.</p> <p>Bookguide_Accidental_Love (CD); Professional Guide, p. 52, 60          Bookguide_Sunrise_Over_Fallujah (CD); Professional Guide, p. 44, 94          Bookguide_Absolutely_True (CD); Professional Guide p. 128          Bookguide_Students_On_Strike (CD); Professional Guide, p. 78, 120          Bookguide_Rose_That_Grew (CD); Professional Guide, p. 86, 162          Bookguide_Behind_the_Eyes (CD); Professional Guide, p. 102, 112          Bookguide_Hunger_Games (CD); Professional Guide p. 136, 154          Bookguide_Boy_Who_Dared (CD); Professional Guide p. 146, 170</p> <p>ID Slide Show 1-FIRST PERSON (CD); Professional Guide p. 38</p>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li> <li>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li> </ol>	<p>Mini-lessons highlight important aspects of writer’s craft (voice, word choice, organization, conventions, ideas, sentence fluency) exemplified by the ID Anthology selection.</p> <p>Voice, Question and Answer discussion, Analyze vocabulary, Share thinking/ reactions to the poem, Find details, word choice, and repetitive phrases          CHOP Anthology p. 12-14; Professional Guide p. 40</p> <p>Think about how this piece speaks to and broadens the topic of writing about self          Why I Write Poetry Anthology: p. 16-17; Professional Guide p.40</p> <p>First Person voice, words and phrases that contribute to the power of the story’s voice and tone,          Voice, Analyze vocabulary, Word choice          SO I AIN’T NO GOOD GIRL Anthology: p. 18-30; Professional Guide p. 48</p> <p>Responses to the poem, Find powerful images, Word Choice, Analyze vocabulary - Call attention to powerful and precise figurative imagery          A PLACE WITHOUT SHAME Anthology: p. 34-36; Professional Guide p. 56</p> <p>Look for use of striking imagery and think about how it broadens the topic of diversity and its relationship to identity          Shoes Anthology: p. 38-39; Professional Guide p. 56</p> <p>Students share their reactions to the short story, Discuss the literal events of each vignette,          Analyze vocabulary, precise vocabulary and word choice          EDUCATION Anthology: p. 40 -54; Professional Guide p. 64</p>

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	<p>The following slide show presents first-person poems reflecting each author’s sense of identity and challenges the viewer to think about what words they would use to describe themselves. One discussion question asks “How do these authors use words to define who they are? Are their definitions unique? How so?” ID Slide Show 1-FIRST PERSON (CD); Professional Guide p. 38</p> <p>Writer’s Craft Mini-Lesson: Word Choice, Professional Guide, p. 57, 109, 143 Writer’s Craft Mini-Lesson: Organization, Professional Guide, p. 65, 99 Writer’s Craft Mini-Lesson: Ideas, Professional Guide, p. 83, 117 Writer’s Craft Mini-Lesson: Voice. Professional Guide, p. 91, 133 Writer’s Craft Mini-Lesson: Sentence Fluency, Professional Guide, p. 125</p>
<p><b>Integration of Knowledge and Ideas</b> 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). 8. (Not applicable to literature) 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>Not available.</p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>The following trade books contain young adult-focused themes and provide the bridge to extended reading with longer texts. Each of these eight books is linked to two different inquires in this program, so that students are able to apply different approaches to reading and analyzing literature.</p> <p>Sunrise Over Fallujah (historical fiction) Accidental Love The Absolutely True Diary of a Part-Time Indian (realistic fiction) Students on Strike The Rose That Grew from Concrete (poetry) Behind the Eyes The Hunger Games (science fiction) The Boy Who Dared (historical fiction)</p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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</p>	<p>Each lesson opens with a slide show that illuminates the theme and social justice issues for each inquiry and plunges students into real-world issues and relevant topics. The slide show is a visual tutorial, meant to stimulate reaction and discussion as well as give students information they can use in both their discussions and their writing. Slide show notes as well as scripted think-aloud and talking points are offered as optional support to help guide viewing, discussions, and analysis.</p> <p>ID Slide Show 2-BRUISED (CD); Professional Guide p. 46 ID Slide Show 3-UPROOTED (CD) ; Professional Guide p, 54</p>

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<p>introduced and developed, and the connections that are drawn between them.</p>	<p>ID Slide Show 4-ITS PERSONAL (CD); Professional Guide p. 62                  ID Slide Show 5-UNPRECEDENTED (CD); Professional Guide p. 72                  ID Slide Show 6-FOOTNOTED (CD); Professional Guide, p. 80                  ID Slide Show 7-PURPLE HEART (CD); Professional Guide, p. 88                  ID Slide Show 8-SENTENCED (CD); Professional Guide, p. 96                  ID Slide Show 9-BANG (CD); Professional Guide, p. 106                  ID Slide Show 10-AT WHAT PRICE (CD); Professional Guide, p.114                  ID Slide Show 11-SHEER GENIUS (CD); Professional Guide, p. 122                  ID Slide Show 12-180 (CD); Professional Guide, p. 130                  ID Slide Show 13-HUMAN NATURE (CD); Professional Guide, p. 140                  ID Slide Show 14-TRASHED (CD); Professional Guide, p. 148                  ID Slide Show 15-HAVES HAVE-NOTS (CD); Professional Guide, p. 156                  ID Slide Show 16-WHO CARES (CD); Professional Guide, p. 164</p>
<p><b>Craft and Structure</b>                  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).                  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).                  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.</p>	<p>Discussion ideas from the ID Slide Shows and Professional Guide include questions to help students analyze impact of word choices, cumulative impact, point of view, and purpose. For example:                  “Whose story or perspective spoke to you most deeply? Why and how?”                  “Which idea struck you the most? Which did you find most powerful? How and why?”                  “Did any of these writers’ words help you look at a difficult issue in a new light?”                  “Which photo or quote affected you the most? Why and how?”                  “Which fact spoke to you most deeply? Why and how?”                  “What persuaded you most? Why and how?”                  “Which slide or fact surprised or touched you the most? Why?”</p> <p>ID Slide Show 2-BRUISED (CD); Professional Guide p. 46                  ID Slide Show 3-UPROOTED (CD) ; Professional Guide p, 54                  ID Slide Show 4-ITS PERSONAL (CD); Professional Guide p. 62                  ID Slide Show 5-UNPRECEDENTED (CD); Professional Guide p. 72                  ID Slide Show 6-FOOTNOTED (CD); Professional Guide, p. 80                  ID Slide Show 7-PURPLE HEART (CD); Professional Guide, p. 88                  ID Slide Show 8-SENTENCED (CD); Professional Guide, p. 96                  ID Slide Show 9-BANG (CD); Professional Guide, p. 106                  ID Slide Show 10-AT WHAT PRICE (CD); Professional Guide, p.114                  ID Slide Show 11-SHEER GENIUS (CD); Professional Guide, p. 122                  ID Slide Show 12-180 (CD); Professional Guide, p. 130                  ID Slide Show 13-HUMAN NATURE (CD); Professional Guide, p. 140                  ID Slide Show 14-TRASHED (CD); Professional Guide, p. 148                  ID Slide Show 15-HAVES HAVE-NOTS (CD); Professional Guide, p. 156                  ID Slide Show 16-WHO CARES (CD); Professional Guide, p. 164</p>
<p><b>Integration of Knowledge and Ideas</b>                  7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which</p>	<p>Each of the 16 inquiries begins with an ID Slide Show (CD) which focuses on a social justice theme. It is intended to broaden the thinking on the theme and provoke discussion. They expand issues, present a range of viewpoints, and provide students with information about topics of</p>

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<p>details are emphasized in each account.</p> <p>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.</p> <p>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.</p>	<p>social or global consequence.</p> <p>The slide show is followed by a short, thematically linked selection from the ID Anthology, which includes stories, essays, poetry, quotations, and graphic fiction covering the same subject as the ID Slide Show. After analyzing through writing and discussing, a trade book reflecting the same theme is introduced. One example:</p> <p>Bruised: ID Slide Show (CD); Professional Guide, p. 46 (This slide show probes the nature of dating relationships, looking at expectations, standards, rights, and responsibilities of the young people involved.)</p> <p>So I Ain’t No Good Girl Anthology, p. 18-30; Professional Guide, p. 48 (Students participate in a shared reading of this short story, told in the first person voice of a teen girl who desperately feels the need to maintain her relationship with “the cutest boy in school” despite his cruelty toward her.)</p> <p>Accidental Love (trade book) Professional Guide, p.52 (This realistic fiction relates the struggles of a young Latina whose aggressiveness and sense of identity are transformed by her romance with someone very different from herself.)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>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.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Students on Strike</p> <p>The Boy Who Dared</p>
<p><b>Language</b> <b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use parallel structure.*</p> <p>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.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>Use a colon to introduce a list or quotation.</p> <p>Spell correctly.</p>	<p>Writer’s Craft Mini-Lesson: Conventions: Professional Guide, p. 75, 151</p> <p>Refine Raw Writing: conventions, Professional Guide, p. 76</p> <p>Refine Raw Writing: conventions, Professional Guide, p. 152</p> <p>Observe various formal conventions – quotation marks, dialogue, italicization for emphasis, capitalization, paragraph breaks, shifts in time and setting, IU Anthology, p. 60-74</p>
<p><b>Knowledge of Language</b></p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and</p>	<p>Students read their writing aloud and engage in meaningful peer evaluation, supported by the ID Assessment Resource reproducible (CD); Take the Author’s Chair sections Professional Guide, p. 43, 51, 59, 67, 77, 85, 93, 101, 111, 119, 127, 135, 145, 153, 161, 169</p>

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<p>to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p>The three writing options at the end of each inquiry allow students to refine and share their writing. Option 3 is always an opportunity for the student to refine a piece from his or her ID journal. The suggestion here is that the craft focus highlighted in the mini-lesson provides an opportunity for reviewing the piece through that lens. Professional Guide, p. 42, 50, 58, 66, 76, 84, 92, 100, 110, 118, 126, 134, 144, 152, 160, 168</p>
<p><b>Vocabulary Acquisition and Use</b> 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. 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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, its part of speech, or its etymology. 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). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. 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.</p>	<p>Each “Revisit Anthology” section contains suggestions placing focus on vocabulary enrichment and analysis. For example:  CHOP: vivid verbs, Professional Guide, p. 40 So I Ain’t No Good Girl: revealing word choices, Professional Guide, p. 48 A Place Without Shame: powerful and precise figurative imagery, Professional Guide, p. 56 Indian Education: precise vocabulary, Professional Guide, p. 64 IU: words that contribute to the clarity and sincerity of the piece, Professional Guide, p. 74 Kipling and I: use of precise words, Professional Guide, p. 82 “I Should be Dead”: word choices, Professional Guide, p. 90 Behind Bars: how word choice affects setting and action, Professional Guide, p. 98 Undertaker: pointed use of words, Professional Guide, p. 108 Federico’s Ghost: descriptive words, Professional Guide, p. 116 A Poem for “Magic”: descriptions, Professional Guide, p. 124 Boy Soldier: vivid verbs, Professional Guide, p. 132 Night: specificity in word choice, Professional Guide, p. 142 Dear Future Generations: use of informal language, Professional Guide, p. 150 Come Hell or High Water: powerful and persuasive language, Professional Guide, p. 158 Black Rage: words used to convey intensity and energy, Professional Guide, p. 166</p>
<p><b>Writing</b> The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or</p>	<p>ID Journals encourage students to write in response to slide shows, discussions, and readings and to record their own ideas and observations.  Writing Resources Reproducibles (CD) support student writing with graphic organizers that help students conceptualize, frame and plan their writing.  Each of the 16 inquiries is centered on a theme-based essential question. In addition to “raw writes”, each inquiry allows students to go deeper into writing by selecting one of three writing options: writing that is related to the ID Anthology selection, writing based on research into the</p>

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opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.

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.

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Slide Show topic, or writing to refine an earlier piece.  
For example:

Students write in a form related to the ID Anthology selection for that inquiry. This is often a genre match, but may also be centered on a particular approach to language (e.g., imagery) or style (e.g., irony).

Write a Short Story, Professional Guide, p. 50  
Write a Poem Using Imagery, Professional Guide, p. 58  
Write a Vignette, Professional Guide, p. 66  
Write a Memoir, Professional Guide, p. 76  
Personal Growth Essay, Professional Guide, p. 84  
Write an Oral History on a Pivotal Moment, Professional Guide, p. 92  
Write an Episodic Story, Professional Guide, p. 100  
Write a Memoir, Professional Guide, p. 134  
Write a Persuasive Essay, Professional Guide, p. 160

Students refine a piece from his or her ID Journal. The suggestion here is that the craft focus highlighted in the mini-lesson provides an opportunity for reviewing the piece through that lens.

Refine Raw Writing: voice, Professional Guide, p. 42  
Refine Raw Writing: voice and tone, Professional Guide, p. 50  
Refine Raw Writing: language and word choice, Professional Guide, p. 58  
Refine Raw Writing: organization, Professional Guide, p. 66  
Refine Raw Writing: conventions, Professional Guide, p. 76  
Refine Raw Writing: main ideas and details, Professional Guide, p. 84  
Refine Raw Writing: sentence fluency, Professional Guide, p. 126  
Refine Raw Writing: word choice, Professional Guide, p. 14

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<p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p>Production and Distribution of Writing</p> <p>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.)</p> <p>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.</p> <p>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.</p>	<p>This program helps writers develop their voices and approach writing analytically to deepen their understanding of the craft. Sharing work and critically evaluating one’s own work as well as the work of others are integral to the ID writing experience.</p> <p>Each of the 16 inquiries includes a suggestion to revise and edit an earlier piece with a specific focus. For example:</p> <p>Refine Raw Writing: voice, Professional Guide, p. 42</p> <p>Refine Raw Writing: voice and tone, Professional Guide, p. 50</p> <p>Refine Raw Writing: language and word choice, Professional Guide, p. 58</p> <p>Refine Raw Writing: organization, Professional Guide, p. 66</p> <p>Refine Raw Writing: conventions, Professional Guide, p. 76</p> <p>Refine Raw Writing: main ideas and details, Professional Guide, p. 84</p> <p>Refine Raw Writing: sentence fluency, Professional Guide, p. 126</p> <p>Refine Raw Writing: word choice, Professional Guide, p. 144</p> <p>Refine Raw Writing: organization, Professional Guide, p. 160</p> <p>Additionally, the ID Research Worksheet (CD) and the 16 ID Research Framework Reproducibles (CD) assist students in pre-writing planning.</p>
<p><b>Research to Build and Present Knowledge</b></p> <p>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.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text,</p>	<p>The Research Worksheet and inquiry-specific Research Framework reproducible sheets help students organize research and investigate topic. Students are encouraged to delve into the substantive issues introduced in each inquiry by the ID Slide Show. The 16 ID research Frameworks and the Research Worksheet help take students through the process of educating themselves, deepening the investigation, keeping track of information gathered, and providing a written outcome based on their research.</p> <p>Research Writing as Therapy: Outcome Description Professional Guide, p. 42; ID Research Framework 1 (Powerful Words: Writing as Therapy); ID Research Worksheet (CD)</p> <p>Research Body Language: Observational Log Professional Guide, p. 50; ID Research Framework 2 (Getting to Know You: Facial Expressions &amp; Body Language); ID Research Worksheet (CD)</p> <p>Profile a Global Citizen: Descriptive Essay Professional Guide, p. 58; ID Research Framework 3 (A Day in the Life: Profile of a Global Citizen); ID Research Worksheet (CD)</p> <p>Examine Bias: Survey Questions Professional Guide, p. 66;</p>

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assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

ID Research Framework 4 (Getting to the Root: Examine Bias); ID Research Worksheet (CD)

Understand the Impact of Education: Promotional Brochure Professional Guide, p. 76; ID Research Framework 5 (For Your Own Good: The Impact of Education); ID Research Worksheet (CD)

Examine Proverbs in Popular Culture: Reinterpretation Professional Guide, p. 84; ID Research Framework 6 (Knock on Wood: Proverbs in Popular Culture); ID Research Worksheet (CD)

Learn About Post-Traumatic Stress Disorder: Comparison Chart Professional Guide, p. 92; ID Research Framework 7 (War is Hell: Post-Traumatic Stress Disorder); ID Research Worksheet (CD)

Research the Effects of Incarceration: Op-Ed Piece Professional Guide, p. 100; ID Research Framework 8 (Shut In or Shut Out?: The Effects of Incarceration); ID Research Worksheet (CD)

Investigate Legal Language: Comparison Chart Professional Guide, p. 110; ID Research Framework 9 (It’s the Law: Investigative Legalese Around Juvenile Crime); ID Research Worksheet (CD)

Research Nonviolent Protest: Editorial Professional Guide, p. 118; ID Research Framework 10 (People Power: Nonviolent Protest); ID Research Worksheet (CD)

Explore Three Viewpoints on Destiny: Essay Professional Guide, p. 126; ID Research Framework 11 (In the Stars: What Is Destiny?); ID Research Worksheet (CD)

Research Benefits of Altruism: Report Professional Guide, p. 134; ID Research Framework 12 (Win-Win Scenarios: The Benefits of Altruism); ID Research Worksheet (CD)

Research Tolerance Programs: Expository Essay Professional Guide, p. 144; ID Research Framework 13 (Zero Tolerance for Intolerance: What Works?); ID Research Worksheet (CD)

Explore Global Society: Rap/Poem (Students research the cultural similarities and differences in their communities, various parts of the US, and different regions of the world) Professional Guide, p. 152; ID Research Framework 14 (Take Charge: Building a Global Society); ID Research Worksheet (CD)

Research the Impact of Where You Live: Compare-Contrast Essay Professional Guide, p. 160; ID Research Framework 15 (Hitting Home: The Impact of Where You Live); ID Research



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	<p>Worksheet (CD)</p> <p>Explore Social Justice Issues: Speech Professional Guide, p. 168; ID Research Framework 16 (Stand Up and Speak Out: Social Justice Issues Then and Now); ID Research Worksheet (CD)</p> <p>Research_01_Writing_as_Therapy (CD): identifies internet search words to use</p>
<p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>	<p>With this program, students have various and varied opportunities to write in meaningful social contexts and to see themselves as writers. They are encouraged to capture their reactions to the slide shows and anthology reading through Raw Writing in their ID Journals. Raw Writing is a daily exercise meant to be free-form. It is a way of recording unedited thoughts, recounting, reflecting, and establishing one’s voice as a writer. Raw Write prompts are provided in the Professional Guide, p. 39, 41, 47, 49, 55, 57, 63, 65, 73, 75, 81, 83, 89, 91, 97, 99, 107, 109, 115, 117, 123, 125, 131, 133, 141, 143, 149, 151, 157, 159, 165, 167</p> <p>Writing options, including research are also included for each inquiry. See “Writing” and “Research to Build and Present Knowledge” sections, above.</p>
<p><b>Speaking and Listening Comprehension and Collaboration</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>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.</p>	<p>Students are directed to read their work aloud and exchange critiques and analyses with fellow-writers. Under each “Take the Author’s Chair” section, specific suggestions are provided for the one who is sharing as well as for listeners. Professional Guide, p. 43, 51, 59, 67, 77, 85, 93, 101, 111, 119, 127, 135, 145, 153, 161, 169</p> <p>Scripted think-aloud and talking points are provided for teachers to facilitate discussions after viewing the Slide Show or reading the Anthology selection. These talking points help teacher-led discussions. Professional Guide, p. 38, 40, 46, 48, 54, 56, 62, 64, 72, 74, 80, 82, 88, 90, 96, 98, 106, 108, 114, 116, 122, 124, 130, 132, 140, 142, 148, 150, 156, 158</p> <p>Book groups and classroom book clubs (using ID Trade Books) allow time for student-directed discussions which facilitate listening and allow all voices to be heard and valued. Small groups provide opportunities for students to work together to develop their personal voices and share real-life experiences triggered by mentor authors. The reproducible Book Guides (CD) provide a framework for discussing the texts.</p> <p>Ideas to discuss and debate, Option 2, Professional Guide, p. 42, 58, 76, 84, 110, 118, 126, 134, 152, 160, 168</p> <p>Research and discuss, Option 2, Professional Guide, p. 144</p>

**Common Core State Standards**

**SCHOLASTIC ID: Voice: Vision: Identity**

**Grade 9-10**

<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	
<p><b>Presentation of Knowledge and Ideas</b>          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.          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.          6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Students work on their own or in small groups to find out more about how and why human beings show their feelings physically, or the correlation between feelings and facial expressions, then present their findings. Professional Guide, p. 50</p> <p>Students work in small groups or individually to research and take notes on how and when people develop racial or other kinds of bias, then share their findings, Professional Guide, p. 50</p> <p>Students work independently, with a partner, or in small groups to research statistics on the long-term effect of education on people’s lives and to then summarize their findings. Professional Guide, p. 76</p> <p>Students work in small groups to research the problems and possible solutions associated with Post-traumatic stress Disorder in soldiers, then present their findings and ideas in oral presentations, Professional Guide, p. 92</p> <p>Students research statistics about incarceration of both juvenile and adult offenders and then orally present their ideas using facts and statistics that will persuade others of their point of view, Professional Guide, p. 100</p> <p>Students write and present a brief report on a person who has devoted their life to helping others, Professional Guide, p. 134</p> <p>Students research the cultural similarities and differences in their communities, various parts of the US, and different regions of the world and create a rap to express their opinion on global coexistence, Professional Guide, p. 152</p> <p>Students research the historical periods in which William Lloyd Garrison and Malcolm X lived and write a brief speech about a 21<sup>st</sup> century social justice issue, Professional Guide, p. 168</p>

**Common Core State Standards**

**SCHOLASTIC ID: Voice: Vision: Identity**

**Grade 11-12**

<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>          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.          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</p>	<p>Extension lessons give students the opportunity to further explore the literary themes, ideas, and voice of an award-winning author. Book Guide reproducible include framework for reading, analyzing, and responding to trade books. Students examine form &amp; style, language &amp; word choice, authenticity &amp; detail, structure &amp; plot, or theme &amp; viewpoint.  <b>Bookguide_Accidental_Love (CD); Professional Guide, p. 52, 60</b>  <b>Bookguide_Sunrise_Over_Fallujah (CD); Professional Guide, p. 44, 94</b>  <b>Bookguide_Absolutely_True (CD); Professional Guide p. 128</b>  <b>Bookguide_Students_On_Strike (CD); Professional Guide, p. 78, 120</b></p>
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## Grade 11-12

<p>an objective summary of the text.</p> <p>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).</p>	<p><b>Bookguide_Rose_That_Grew (CD); Professional Guide, p. 86, 162</b>  <b>Bookguide_Behind_the_Eyes (CD); Professional Guide, p. 102, 112</b>  <b>Bookguide_Hunger_Games (CD); Professional Guide p. 136, 154</b>  <b>Bookguide_Boy_Who_Dared (CD); Professional Guide p. 146, 170</b></p> <p>ID Slide Show 1-FIRST PERSON (CD); Professional Guide p. 38</p>
<p><b>Craft and Structure</b></p> <p>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.)</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Mini-lessons highlight important aspects of writer’s craft (voice, word choice, organization, conventions, ideas, sentence fluency) exemplified by the ID Anthology selection.</p> <p>Voice, Question and Answer discussion, Analyze vocabulary, Share thinking/ reactions to the poem, Find details, word choice, and repetitive phrases  <b>CHOP Anthology p. 12-14; Professional Guide p. 40</b></p> <p>Think about how this piece speaks to and broadens the topic of writing about self  <b>Why I Write Poetry Anthology: p. 16-17; Professional Guide p.40</b></p> <p>First Person voice, words and phrases that contribute to the power of the story’s voice and tone, Voice, Analyze vocabulary, Word choice  <b>SO I AIN’T NO GOOD GIRL Anthology: p. 18-30; Professional Guide p. 48</b></p> <p>Responses to the poem, Find powerful images, Word Choice, Analyze vocabulary - Call attention to powerful and precise figurative imagery  <b>A PLACE WITHOUT SHAME Anthology: p. 34-36; Professional Guide p. 56</b></p> <p>Look for use of striking imagery and think about how it broadens the topic of diversity and its relationship to identity  <b>Shoes Anthology: p. 38-39; Professional Guide p. 56</b></p> <p>Students share their reactions to the short story, Discuss the literal events of each vignette, Analyze vocabulary, precise vocabulary and word choice  <b>EDUCATION Anthology: p. 40 -54; Professional Guide p. 64</b></p> <p>The following slide show presents first-person poems reflecting each author’s sense of identity and challenges the viewer to think about what words they would use to describe themselves. One discussion question asks “How do these authors use words to define who they are? Are their definitions unique? How so?”  <b>ID Slide Show 1-FIRST PERSON (CD); Professional Guide p. 38</b></p> <p>Writer’s Craft Mini-Lesson: Word Choice, <b>Professional Guide, p. 57, 109, 143</b>  Writer’s Craft Mini-Lesson: Organization, <b>Professional Guide, p. 65, 99</b>  Writer’s Craft Mini-Lesson: Ideas, <b>Professional Guide, p. 83, 117</b>  Writer’s Craft Mini-Lesson: Voice, <b>Professional Guide, p. 91, 133</b>  Writer’s Craft Mini-Lesson: Sentence Fluency, <b>Professional Guide, p. 125</b></p>

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<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>8. (Not applicable to literature)</p> <p>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.</p>	Not available.
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>The following trade books contain teen-focused themes and provide the bridge to extended reading with longer texts. Each of these eight books is linked to two different inquires in this program, so that students are able to apply different approaches to reading and analyzing literature.</p> <p><b>Sunrise Over Fallujah (historical fiction)</b>  <b>Accidental Love</b>  <b>The Absolutely True Diary of a Part-Time Indian (realistic fiction)</b>  <b>Students on Strike</b>  <b>The Rose That Grew from Concrete (poetry)</b>  <b>Behind the Eyes</b>  <b>The Hunger Games (science fiction)</b>  <b>The Boy Who Dared (historical fiction)</b></p>
<p><b>Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Each lesson opens with a slide show that illuminates the theme and social justice issues for each inquiry and plunges students into real-world issue and relevant topics. The slide show is a visual tutorial, meant to stimulate reaction and discussion as well as give students information they can use in both their discussions and their writing. Slide show notes as well as scripted think-aloud and talking points are offered as optional support to help guide viewing, discussions, and analysis.</p> <p>ID Slide Show 2-BRUISED (CD); <b>Professional Guide p. 46</b>  ID Slide Show 3-UPROOTED (CD) ; <b>Professional Guide p, 54</b>  ID Slide Show 4-ITS PERSONAL (CD); <b>Professional Guide p. 62</b>  ID Slide Show 5-UNPRECEDENTED (CD); <b>Professional Guide p. 72</b>  ID Slide Show 6-FOOTNOTED (CD); <b>Professional Guide, p. 80</b>  ID Slide Show 7-PURPLE HEART (CD); <b>Professional Guide, p. 88</b>  ID Slide Show 8-SENTENCED (CD); <b>Professional Guide, p. 96</b>  ID Slide Show 9-BANG (CD); <b>Professional Guide, p. 106</b>  ID Slide Show 10-AT WHAT PRICE (CD); <b>Professional Guide, p.114</b>  ID Slide Show 11-SHEER GENIUS (CD); <b>Professional Guide, p. 122</b>  ID Slide Show 12-180 (CD); <b>Professional Guide, p. 130</b>  ID Slide Show 13-HUMAN NATURE (CD); <b>Professional Guide, p. 140</b>  ID Slide Show 14-TRASHED (CD); <b>Professional Guide, p. 148</b></p>

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	<p>ID Slide Show 15-HAVES HAVE-NOTS (CD); Professional Guide, p. 156  ID Slide Show 16-WHO CARES (CD); Professional Guide, p. 164</p>
<p><b>Craft and Structure</b></p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>Discussion ideas from the ID Slide Shows include questions to help students analyze impact of word choices, cumulative impact, point of view, and purpose. For example:  “Whose story or perspective spoke to you most deeply? Why and how?”  “Which idea struck you the most? Which did you find most powerful? How and why?”  “Did any of these writers’ words help you look at a difficult issue in a new light?”  “Which photo or quote affected you the most? Why and how?”  “Which fact spoke to you most deeply? Why and how?”  “What persuaded you most? Why and how?”  “Which slide or fact surprised or touched you the most? Why?”</p> <p>ID Slide Show 2-BRUISED (CD); Professional Guide p. 46  ID Slide Show 3-UPROOTED (CD) ; Professional Guide p, 54  ID Slide Show 4-ITS PERSONAL (CD); Professional Guide p. 62  ID Slide Show 5-UNPRECEDENTED (CD); Professional Guide p. 72  ID Slide Show 6-FOOTNOTED (CD); Professional Guide, p. 80  ID Slide Show 7-PURPLE HEART (CD); Professional Guide, p. 88  ID Slide Show 8-SENTENCED (CD); Professional Guide, p. 96  ID Slide Show 9-BANG (CD); Professional Guide, p. 106  ID Slide Show 10-AT WHAT PRICE (CD); Professional Guide, p.114  ID Slide Show 11-SHEER GENIUS (CD); Professional Guide, p. 122  ID Slide Show 12-180 (CD); Professional Guide, p. 130  ID Slide Show 13-HUMAN NATURE (CD); Professional Guide, p. 140  ID Slide Show 14-TRASHED (CD); Professional Guide, p. 148  ID Slide Show 15-HAVES HAVE-NOTS (CD); Professional Guide, p. 156  ID Slide Show 16-WHO CARES (CD); Professional Guide, p. 164</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>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.</p> <p>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>Each of the 16 inquiries begins with an <b>ID Slide Show (CD)</b> which focuses on a social justice theme. It is intended to broaden the thinking on the theme and provoke discussion. They expand issues, present a range of viewpoints, and provide students with information about topics of social or global consequence.</p> <p>The slide show is followed by a short, thematically linked selection from the <b>ID Anthology</b>, which includes stories, essays, poetry, quotations, and graphic fiction covering the same subject as the ID Slide Show. After analyzing through writing and discussing, a trade book reflecting the same theme is introduced. One example:</p> <p>Bruised: <b>ID Slide Show (CD); Professional Guide, p. 46</b> (This slide show probes the nature of dating relationships, looking at expectations, standards, rights, and responsibilities of the young people involved.)  So I Ain’t No Good Girl <b>Anthology, p. 18-30; Professional Guide, p. 48</b> (Students participate in a shared reading of this short story, told in the first person voice of a teen girl who desperately feels the need to maintain her relationship with “the cutest boy in school” despite his cruelty</p>

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	<p>toward her.)  <b>Accidental Love</b> (trade book) <b>Professional Guide, p.52</b> (This realistic fiction relates the struggles of a young Latina whose aggressiveness and sense of identity are transformed by her romance with someone very different from herself.)</p>
<p><b>Range of Reading and Level of Text Complexity</b>          10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Students on Strike</b>  <b>The Boy Who Dared</b></p>
<p><b>Language</b>  <b>Conventions of Standard English</b>          1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.          Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.          Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.          2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.          Observe hyphenation conventions.          Spell correctly.</p>	<p>Writer’s Craft Mini-Lesson: Conventions: <b>Professional Guide, p. 75, 151</b>           Refine Raw Writing: conventions, <b>Professional Guide, p. 76</b>          Refine Raw Writing: conventions, <b>Professional Guide, p. 152</b>           Observe various formal conventions – quotation marks, dialogue, italicization for emphasis, capitalization, paragraph breaks, shifts in time and setting,  <b>IU Anthology, p. 60-74</b></p>
<p><b>Knowledge of Language</b>          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.          Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.          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.          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.          Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).          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, its part of speech, its etymology, or its standard usage.</p>	<p>Students read their writing aloud and engage in meaningful peer evaluation, supported by the <b>ID Assessment Resource reproducible (CD)</b>; Take the Author’s Chair sections <b>Professional Guide, p. 43, 51, 59, 67, 77, 85, 93, 101, 111, 119, 127, 135, 145, 153, 161, 169</b>           The three writing options at the end of each inquiry allow students to refine and share their writing. Option 3 is always an opportunity for the student to refine a piece from his or her ID journal. The suggestion here is that the craft focus highlighted in the mini-lesson provides an opportunity for reviewing the piece through that lens.  <b>Professional Guide, p. 42, 50, 58, 66, 76, 84, 92, 100, 110, 118, 126, 134, 144, 152, 160, 168</b></p>

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<p>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).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p>	
<p><b>Writing</b> <b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p><b>ID Journals</b> encourage students to write in response to slide shows, discussions, and readings and to record their own ideas and observations.</p> <p><b>Writing Resources Reproducibles (CD)</b> support student writing with graphic organizers that help students conceptualize, frame and plan their writing.</p> <p>Each of the 16 inquiries is centered on a theme-based essential question. In addition to “raw writes”, each inquiry allows students to go deeper into writing by selecting one of three writing options: writing that is related to the ID Anthology selection, writing based on research into the Slide Show topic, or writing to refine an earlier piece.</p> <p>For example:</p> <p>Students write in a form related to the ID Anthology selection for that inquiry. This is often a genre match, but may also be centered on a particular approach to language (e.g., imagery) or style (e.g., irony).</p> <p>Write a Short Story, <b>Professional Guide, p. 50</b></p> <p>Write a Poem Using Imagery, <b>Professional Guide, p. 58</b></p> <p>Write a Vignette, <b>Professional Guide, p. 66</b></p> <p>Write a Memoir, <b>Professional Guide, p. 76</b></p> <p>Personal Growth Essay, <b>Professional Guide, p. 84</b></p> <p>Write an Oral History on a Pivotal Moment, <b>Professional Guide, p. 92</b></p> <p>Write an Episodic Story, <b>Professional Guide, p. 100</b></p> <p>Write a Memoir, <b>Professional Guide, p. 134</b></p> <p>Write a Persuasive Essay, <b>Professional Guide, p. 160</b></p> <p>Students refine a piece from his or her ID Journal. The suggestion here is that the craft focus highlighted in the mini-lesson provides an opportunity for reviewing the piece through that lens.</p> <p>Refine Raw Writing: voice, <b>Professional Guide, p. 42</b></p> <p>Refine Raw Writing: voice and tone, <b>Professional Guide, p. 50</b></p>

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<p>the topic.                  Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                  Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.                  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.                  Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                  Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.                  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.                  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).                  Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.                  Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Refine Raw Writing: language and word choice, <b>Professional Guide, p. 58</b>                  Refine Raw Writing: organization, <b>Professional Guide, p. 66</b>                  Refine Raw Writing: conventions, <b>Professional Guide, p. 76</b>                  Refine Raw Writing: main ideas and details, <b>Professional Guide, p. 84</b>                  Refine Raw Writing: sentence fluency, <b>Professional Guide, p. 126</b>                  Refine Raw Writing: word choice, <b>Professional Guide, p. 144</b></p>
<p><b>Production and Distribution of Writing</b></p> <p>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.)</p> <p>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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>This program helps writers develop their voices and approach writing analytically to deepen their understanding of the craft. Sharing work and critically evaluating one’s own work as well as the work of others are integral to the ID writing experience.                  Each of the 16 inquiries includes a suggestion to revise and edit an earlier piece with a specific focus. For example:                  Refine Raw Writing: voice, <b>Professional Guide, p. 42</b>                  Refine Raw Writing: voice and tone, <b>Professional Guide, p. 50</b>                  Refine Raw Writing: language and word choice, <b>Professional Guide, p. 58</b>                  Refine Raw Writing: organization, <b>Professional Guide, p. 66</b>                  Refine Raw Writing: conventions, <b>Professional Guide, p. 76</b>                  Refine Raw Writing: main ideas and details, <b>Professional Guide, p. 84</b>                  Refine Raw Writing: sentence fluency, <b>Professional Guide, p. 126</b>                  Refine Raw Writing: word choice, <b>Professional Guide, p. 144</b>                  Refine Raw Writing: organization, <b>Professional Guide, p. 160</b></p>



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	<p>Additionally, the <b>ID Research Worksheet (CD)</b> and the 16 <b>ID Research Framework Reproducibles (CD)</b> assist students in pre-writing planning.</p>
<p><b>Research to Build and Present Knowledge</b></p> <p>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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>The Research Worksheet and inquiry-specific Research Framework reproducible sheets help students organize research and investigate topic. Students are encouraged to delve into the substantive issues introduced in each inquiry by the ID Slide Show. The 16 ID research Frameworks and the Research Worksheet help take students through the process of educating themselves, deepening the investigation, keeping track of information gathered, and providing a written outcome based on their research.</p> <p>Research Writing as Therapy: Outcome Description <b>Professional Guide, p. 42;</b> <b>ID Research Framework 1</b> (Powerful Words: Writing as Therapy); <b>ID Research Worksheet (CD)</b></p> <p>Research Body Language: Observational Log <b>Professional Guide, p. 50;</b> <b>ID Research Framework 2</b> (Getting to Know You: Facial Expressions &amp; Body Language); <b>ID Research Worksheet (CD)</b></p> <p>Profile a Global Citizen: Descriptive Essay <b>Professional Guide, p. 58;</b> <b>ID Research Framework 3</b> (A Day in the Life: Profile of a Global Citizen); <b>ID Research Worksheet (CD)</b></p> <p>Examine Bias: Survey Questions <b>Professional Guide, p. 66;</b> <b>ID Research Framework 4</b> (Getting to the Root: Examine Bias); <b>ID Research Worksheet (CD)</b></p> <p>Understand the Impact of Education: Promotional Brochure <b>Professional Guide, p. 76;</b> <b>ID Research Framework 5</b> (For Your Own Good: The Impact of Education); <b>ID Research Worksheet (CD)</b></p> <p>Examine Proverbs in Popular Culture: Reinterpretation <b>Professional Guide, p. 84;</b> <b>ID Research Framework 6</b> (Knock on Wood: Proverbs in Popular Culture); <b>ID Research Worksheet (CD)</b></p> <p>Learn About Post-Traumatic Stress Disorder: Comparison Chart <b>Professional Guide, p. 92;</b> <b>ID Research Framework 7</b> (War is Hell: Post-Traumatic Stress Disorder); <b>ID Research Worksheet (CD)</b></p> <p>Research the Effects of Incarceration: Op-Ed Piece <b>Professional Guide, p. 100;</b> <b>ID Research Framework 8</b> (Shut In or Shut Out?: The Effects of Incarceration); <b>ID Research Worksheet (CD)</b></p> <p>Investigate Legal Language: Comparison Chart <b>Professional Guide, p. 110;</b></p>

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	<p><b>ID Research Framework 9</b> (It’s the Law: Investigative Legalese Around Juvenile Crime); <b>ID Research Worksheet (CD)</b></p> <p>Research Nonviolent Protest: Editorial <b>Professional Guide, p. 118;</b>  <b>ID Research Framework 10</b> (People Power: Nonviolent Protest); <b>ID Research Worksheet (CD)</b></p> <p>Explore Three Viewpoints on Destiny: Essay <b>Professional Guide, p. 126;</b>  <b>ID Research Framework 11</b> (In the Stars: What Is Destiny?); <b>ID Research Worksheet (CD)</b></p> <p>Research Benefits of Altruism: Report <b>Professional Guide, p. 134;</b>  <b>ID Research Framework 12</b> (Win-Win Scenarios: The Benefits of Altruism); <b>ID Research Worksheet (CD)</b></p> <p>Research Tolerance Programs: Expository Essay <b>Professional Guide, p. 144;</b>  <b>ID Research Framework 13</b> (Zero Tolerance for Intolerance: What Works?); <b>ID Research Worksheet (CD)</b></p> <p>Explore Global Society: Rap/Poem (Students research the cultural similarities and differences in their communities, various parts of the US, and different regions of the world) <b>Professional Guide, p. 152;</b>  <b>ID Research Framework 14</b> (Take Charge: Building a Global Society); <b>ID Research Worksheet (CD)</b></p> <p>Research the Impact of Where You Live: Compare-Contrast Essay <b>Professional Guide, p. 160;</b>  <b>ID Research Framework 15</b> (Hitting Home: The Impact of Where You Live); <b>ID Research Worksheet (CD)</b></p> <p>Explore Social Justice Issues: Speech <b>Professional Guide, p. 168;</b>  <b>ID Research Framework 16</b> (Stand Up and Speak Out: Social Justice Issues Then and Now); <b>ID Research Worksheet (CD)</b></p> <p><b>Research_01_Writing_as_Therapy (CD):</b> identifies internet search words to use</p>
<p><b>Range of Writing</b>          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</p>	<p>With this program, students have various and varied opportunities to write in meaningful social contexts and to see themselves as writers. They are encouraged to capture their reactions to the slide shows and anthology reading through Raw Writing in their <b>ID Journals</b>. Raw Writing is a daily exercise meant to be free-form. It is a way of recording unedited thoughts, recounting, reflecting, and establishing one’s voice as a writer. Raw Write prompts are provided in the <b>Professional Guide, p. 39, 41,47, 49, 55, 57, 63, 65, 73, 75, 81, 83, 89, 91, 97, 99, 107, 109, 115, 117,123, 125, 131, 133, 141, 143, 149, 151, 157, 159, 165, 167</b></p> <p>Writing options, including research are also included for each inquiry. See “Writing” and “<b>Research to Build and Present Knowledge</b>” sections, above.</p>

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<p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b></p> <p>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. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 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.</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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.</p>	<p>Students are directed to read their work aloud and exchange critiques and analyses with fellow-writers. Under each “Take the Author’s Chair” section, specific suggestions are provided for the one who is sharing as well as for listeners. <b>Professional Guide, p. 43, 51, 59, 67, 77, 85, 93, 101, 111, 119, 127, 135, 145, 153, 161, 169</b></p> <p>Scripted think-aloud and talking points are provided for teachers to facilitate discussions after viewing the Slide Show or reading the Anthology selection. These talking points help teacher-led discussions. <b>Professional Guide, p. 38, 40, 46, 48, 54, 56, 62, 64, 72, 74, 80, 82, 88, 90, 96, 98, 106, 108, 114, 116, 122, 124, 130, 132, 140, 142, 148, 150, 156, 158</b></p> <p>Book groups and classroom book clubs (using <b>ID Trade Books</b>) allow time for student-directed discussions which facilitate listening and allow all voices to be heard and valued. Small groups provide opportunities for students to work together to develop their personal voices and share real-life experiences triggered by mentor authors. The <b>reproducible Book Guides (CD)</b> provide a framework for discussing the texts.</p> <p>Ideas to discuss and debate, Option 2, <b>Professional Guide, p. 42, 58, 76, 84, 110, 118, 126, 134, 152, 160, 168</b></p> <p>Research and discuss, Option 2, <b>Professional Guide, p. 144</b></p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>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.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the</p>	<p>Students work on their own or in small groups to find out more about how and why human beings show their feelings physically, or the correlation between feelings and facial expressions, then present their findings. <b>Professional Guide, p. 50</b></p> <p>Students work in small groups or individually to research and take notes on how and when people develop racial or other kinds of bias, then share their findings, <b>Professional Guide, p. 50</b></p> <p>Students work independently, with a partner, or in small groups to research statistics on the long-term effect of education on people’s lives and to then summarize their findings. <b>Professional Guide, p. 76</b></p> <p>Students work in small groups to research the problems and possible solutions associated with Post-traumatic stress Disorder in soldiers, then present their findings and ideas in oral</p>

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former providing broad standards, the latter providing additional specificity.

presentations, **Professional Guide, p. 92**

Students research statistics about incarceration of both juvenile and adult offenders and then orally present their ideas using facts and statistics that will persuade others of their point of view, **Professional Guide, p. 100**

Students write and present a brief report on a person who has devoted their life to helping others, **Professional Guide, p. 134**

Students research the cultural similarities and differences in their communities, various parts of the US, and different regions of the world and create a rap to express their opinion on global coexistence, **Professional Guide, p. 152**

Students research the historical periods in which William Lloyd Garrison and Malcolm X lived and write a brief speech about a 21<sup>st</sup> century social justice issue, **Professional Guide, p. 168**